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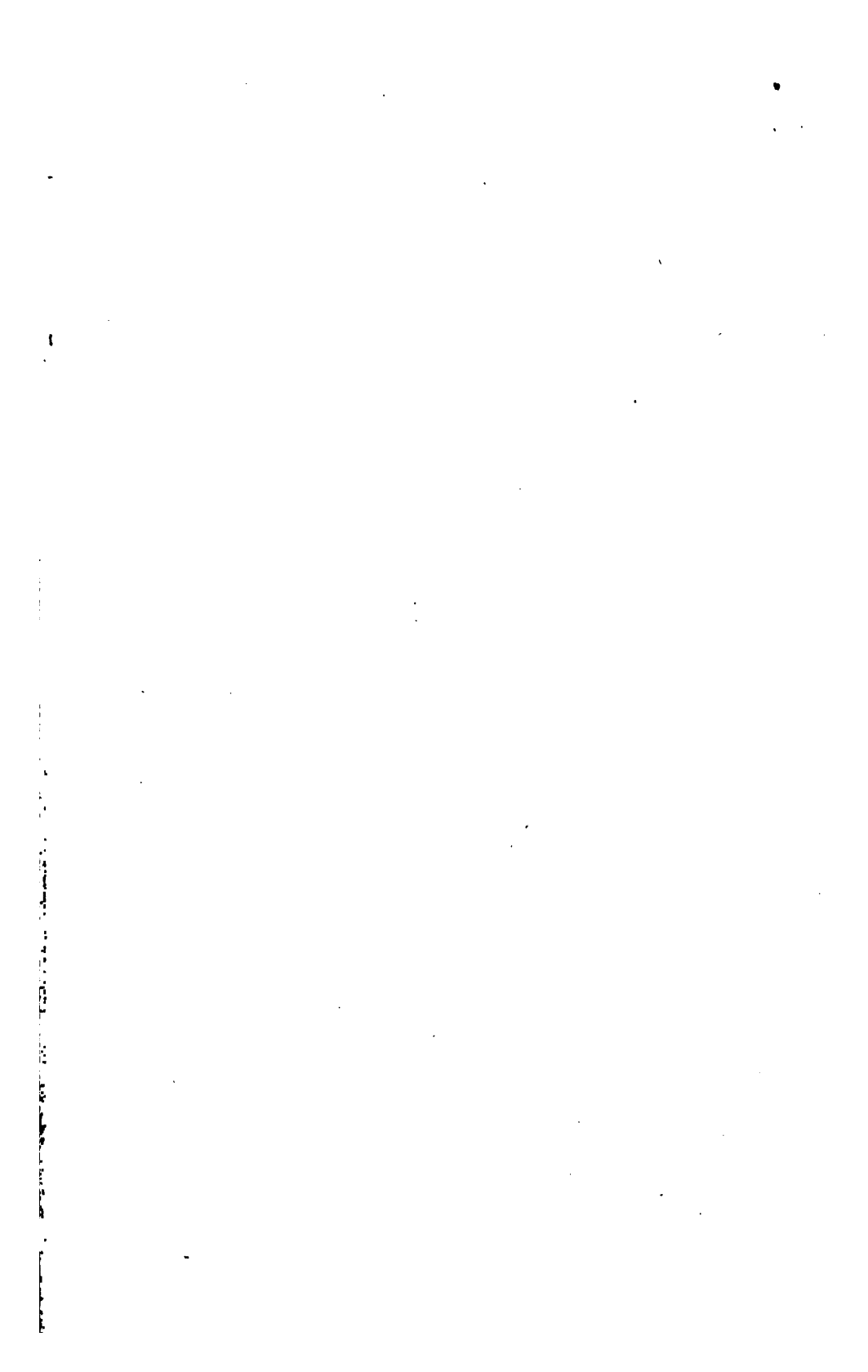
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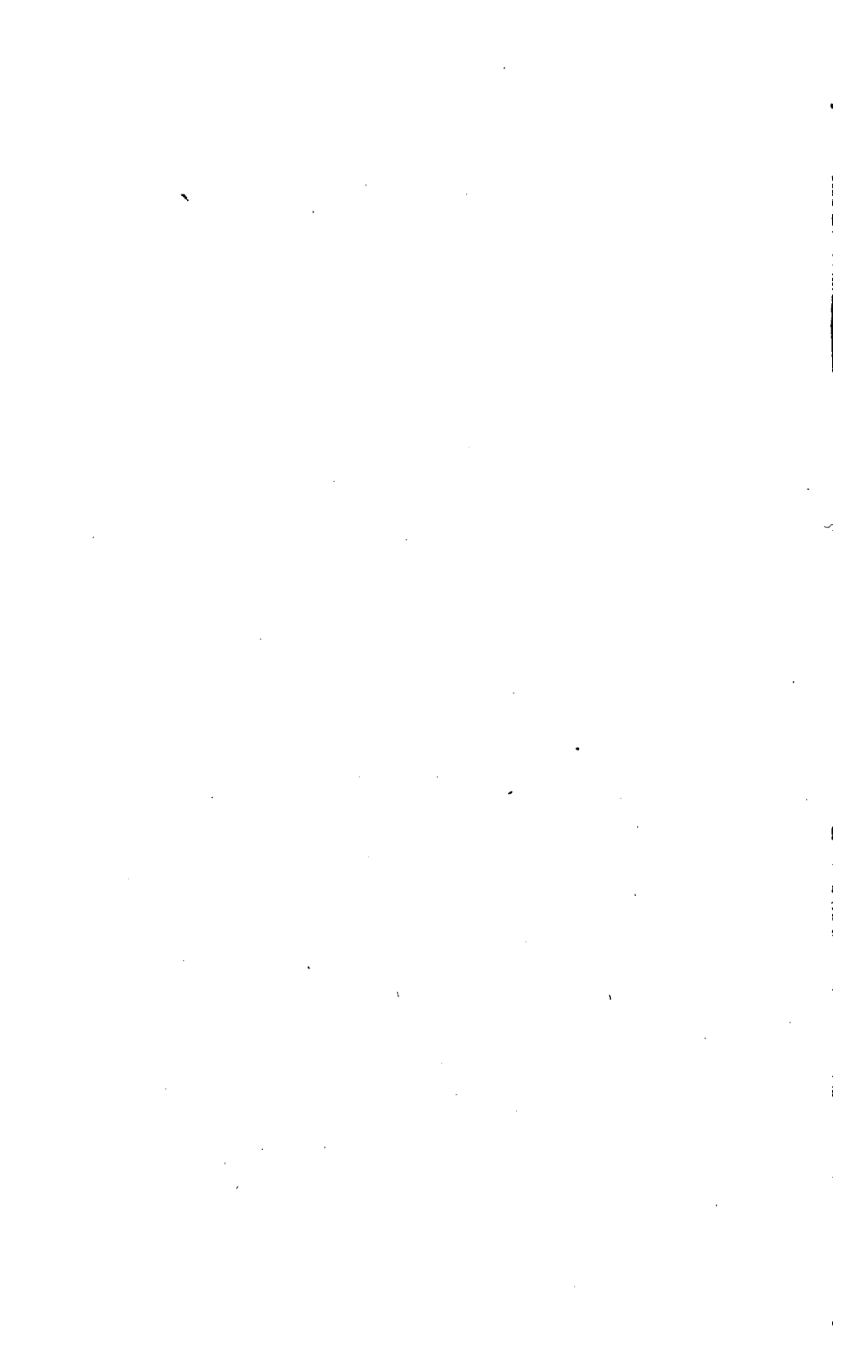
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THE  
NORTH CAROLINA  
*Journal of Education.*

VOLUME I.



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GREENSBORO':

PRINTED AT THE "TIMES" OFFICE: BY COLE & ALBRIGHT,  
FOR THE STATE EDUCATIONAL ASSOCIATION.

1858.

Done Aug 2, 1916



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# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

Vol. I.

JANUARY, 1858.

No. 1.

## OBJECTS AND CHARACTER OF THIS JOURNAL.

By REV. C. H. WILEY, Superintendent of Common Schools of the State.

34913  
Much of the utility of every enterprise depends on a proper understanding of its objects on the part of those for whose benefit it is intended. When these labor under misconceptions as to ends and purposes they will hardly appreciate the means employed; and hence the propriety of recording upon the front of the N. C. Journal of Education a brief, but full and comprehensive statement of its aims.

A considerable number of readers are in the habit of dividing periodical publications into four classes, *to wit*: Religious, Political, Literary and Scientific, each class characterized by some peculiar, leading traits and objects from which it derives its name, while all may possess certain features in common. Every body understands what is meant by a religious and a political newspaper or magazine—and by common consent the appellation of scientific seems to be considered as appropriate

only to those Journals devoted to the progress of Science, not in its comprehensive sense, but as restricted to those branches technically termed *exact*.

All serial publications not belonging to one of these three classes are considered as merely *one-ideaed*, and *one-eyed*, or else as aspiring to the distinction of Literary: and the merits of a periodical of the latter kind are judged by rules and tests that are fatal to the pretensions of all but those which deal in any thing else than literature in its native and proper sense.

According to many who profess to be judges of such things, Literature no longer means Learning, or embraces what is written, or what relates to the progress of written knowledge, and of knowledge from what is written, but like many other noted names, represents something much smaller than, if not the very opposite of its own original and legitimate significance.



In short the word is made to conform to polite usages and to say one thing and mean another; and a Literary paper or magazine is understood to be one whose distinctive type is devotion to the creations of Fancy.

Such being the views of a rather numerous class of readers in regard to the classification of periodicals, considering every one that is not Religious, Political or Scientific, as claiming to be Literary, or else as a mere advocate of one idea, a sort of Polyphemus on a blind horse—and such being the standard by which they decide the merits of Journals of Literary pretensions, the present enterprise would enter the lists with a designation not likely to secure the favorable attention of the entire public, or else with one which would raise expectations which it will not, cannot and should not fulfil.

It is, therefore, eminently proper that the character of this undertaking should not be left, for explanation, to its name alone. And, first, it may be said, with all deference to the opinion of every body, that there is a general mistake as to the nature of the so-called one-idea Journals, not embraced in any of the four leading classes—and that the mere fact that a work is devoted to one great end is by no means an evidence of its being animated by a single solitary idea.

No better illustration of this can be given than this Journal, and its compeers in different sections

of the Union. The general object of this and of all similar enterprises is the promotion of education among the people; and he who cannot see in this an aim of vast scope, and though a single one, embracing a great variety of interests and involving any number of ideas, is himself so narrow-sighted as to render it unprofitable to argue with him. The guardian of such a cause needs as many eyes as Argus, and can employ all the arms of Eriacus; and in short, a Journal devoted to the subject, while all the better and more useful for its singleness of purpose, and for its persistent consistency in keeping that purpose always prominently in view, can yet contain and should contain a great variety of subjects interesting to all classes of honest citizens.

Let it then be distinctly borne in mind that the North Carolina Journal of Education makes no pretensions to be the enter of a Literary Periodical—that its design is to promote to be an all-around utility, an attempt to be a general utility, not in the ordinary sense, a guardian of public manners and morals.

Its field of labor has never been occupied by North Carolina except for a short time by the N. C. Common School Journal; and while this field is a wide and varied one its novelty will at first enhance the difficulty of those who labor in it, the want of sympathizing and appreciating readers



rendering the task still more intricate.

Such a Journal can promote the cause which calls it into existence. There can be no successful management of any cause without co-operative and systematic effort on the part of its advocates and friends; there cannot be this co-operation in effort without an interchange of views, ideas and experiences—and the great and only possible medium for such an interchange of thought and sentiment is a printed periodical. Printing Presses have been found to be important even to the commanders of military expeditions; and the generals who now lead armies of civilised men communicate their thoughts and impulses to the minds and hearts of their followers through the instantaneous intervention of types.

How vastly more important are these winged and tireless go-betweens to the widely scattered soldiers of light!

But to come briefly and plainly to the point. The cause of Education in N. C. as every where else, is *one* cause—and while the field is a wide one difficult to traverse and having a great variety of social, industrial and geographical characteristics, the cause has been greatly retarded for the want of unity of sentiment and effort on the part of its friends.

Influences are now at work to break up the apparently selfish isolation of the educators of the State—the inefficient guerilla sys-

tem of warfare is giving way to more enlarged, and useful organization—and the champions of the cause are waking up to a more just and expanded sense of their situation and responsibility. They are beginning to feel that they are, each one, parts of *one* great system, and that their duty to the same lays them under obligations to find out, consult with and endeavor to labor in concert with all who are enlisted in it.

These are elementary ideas and ought to have been understood long ago; but it is better for them to come to us late than never, while we are, in some respects, the more fully prepared to put them into efficient action.

The Journal of Education is the Parliament House, the Congress of the minds of those who wish to labor together for general education in N. C. and in its columns they will bring their views, experiences and ideas together for the benefit of all.

Its object is, therefore, to enable Teachers to consult and counsel each other—to enable them and others to make united attacks on prejudices, on abuses and on ignorance.

It is also to be a record of current facts—and is intended to exhibit to the public the heart of our System of Schools with all its hopes, fears, trials and successes.

It is to be the especial object of the Journal to be an instrument of good to the Common-Schools in North-Carolina; and much of its matter both of facts and statistics



and also of discussion and suggestion is intended to bear on this paramount subject.

The general character of the contents of the Journal may therefore be easily inferred.

They are to be *practical*—they are to be *plain*—(but not in the sense of a vulgar or tedious style,) they are to be pointed, and to relate exclusively to the cause of education in some one of its countless phases.

Experience in the School room—experience among Trustees and Committees,—discussions as to methods of instruction and of discipline—and suggestions as to improvements in the construction of houses and in the methods of furnishing and warming them—books, amusements and studies—plans for increasing the public interest in education, and for the improvement of teachers—duties of teachers, parents, school officers, of the people and of their public servants—objects in legislation—facts—abuses, good examples, history, biography, moral instruction &c. &c., are all subjects which ought to be treated of in the Journal.

The style should be plain, not inelegant, but simple; the illustrations practical and to the point. There should be as little as possible of elaborate discussion of abstract principles, and nothing published merely to display ability or taste in Composition.

The type of School Journals is now well defined and understood elsewhere: and that the usefulness

of the periodical may be enhanced, it has been conducted in a way that some of our critics would call tame and common place. It should indeed be common-place in one sense—both the subject and style of the larger part of its articles should be of such a character as to interest the people generally; and this may be consistent with true elegance and force of style, and the highest importance of subject matter.

But style and all that relates to style merely are secondary matters in a School Journal; and every one who possesses a good idea, or knows an important fact not the common property of all, and bearing on the object of this Journal should be encouraged to make it public through its columns.

We wish for contributors as well as readers from the ranks of the Common-Schools—and we want the teachers and officers of that system to cause the Journal to give constant utterance to their thoughts and experience.

One department, and we could gladly make it a long and leading one, will be devoted to this subject; and in each No., in this department, will be published important official papers from the chief executive head of the Common-School System.

Having said so much, by way of explanation, generally, the writer will conclude with a few remarks respectfully and earnestly addressed to the teachers of North Carolina.



Friends, brethren, this Journal is to be a type of your character! Out of the State, and in the State, you will be held responsible for its character: it is now a living reality, and it is impossible for you not to be affected by it.

If you refuse to sustain it or write for it, this refusal will be attributed to your selfishness or your ignorance—and either charge is a severe one. You cannot deny the importance of general education without discrediting your own profession; and everywhere—at least out of N. C. the importance of an organ to the friends of this cause is well understood. An effort is begun to advance the cause whose paramount importance you admit, by a systematic and co-operative effort on the part of all interested; and now it is impossible for you to occupy a neutral position—you will inevitably rise or fall, in the world's estimation, according to the

character and fate of this enterprise. The world knows there are many teachers in North-Carolina; if they let this Journal perish, or linger out a discreditable existence the world will justly hold them responsible. There is no escape from this position—the Journal is open to you—it is in your power to make it what you will. The writer believes you only need to understand this—and that modesty only will restrain you from taking an active part in shaping the destinies of this undertaking. But others may not, will not so understand you—posterity will not so understand you—and as you are amply able in numbers, in pecuniary means and in intellectual power, the strongest considerations of public duty and of private interest would prompt you to make this experiment a great and glorious success, creditable to you honorable to the State and of lasting good to the people.

---

#### CHEERFULNESS.

But O how altered was its sprightlier tone  
 When Cheerfulness, a nymph of healthiest hue,  
 Her bow across her shoulders slung,  
 Her buskins gemm'd with morning dew,  
 Blew an inspiring air, that dale and thicket rung,  
 The hunter's call, to Faun and Dryad known.  
 The oak-crown'd sisters and their chaste-eyed queen,  
 Satyrs and sylvan boys were seen  
 Peeping from forth their alleys green;  
 Brown Exercise rejoiced to hear,  
 And Sport leap'd up, and seized his beechen spear,

*Collins.*



## REV. ELISHA MITCHELL, D.D.,

Professor of Chemistry, Mineralogy, and Geology, in the University of North-Carolina.

It is eminently proper that the first number of a Journal devoted to the cause of Education in North Carolina should contain a sketch of the professional life, character, and services of the late Prof. Mitchell, who was for forty years one of the most prominent of our teachers. The preparation of such a sketch will be found no easy matter. Material there is in abundance. But it is difficult to select that which will render such an article as this piquant, and suggestive of a prompt and persevering imitation of his useful and self-denying example. The life of a secluded teacher and devotee of Science often lacks incidents which are unique, and likely to set off his portrait to advantage. The huge glacier as it presses over a country shapes its hills, and gives direction and volume to its streams. Still the marks of its action may be apparent to the eyes of the educated only. But few may be able to distinguish the ridges of drift, and detect the striated boulders that attest the moulding power of its quiet but irresistible course. Although one might not point out many brilliant passages in Dr. Mitchell's life, nor recite many single acts that were peculiar and decided in their effects, yet that he was no common man, that the marks he made on the various departments of our social life were frequent and widely felt is clearly attested by the wide spread astonishment, almost horror, that followed the publication of his unexpected loss. There is hardly a newspaper in the Union that has not announced his death to its readers. Journals from New England to Louisiana have told about the great Professor, and expressed sympathy with the public of N. C., and with its University, under this afflictive dispensation. Statesmen trusted with a Nation's secrets, Ministers of the Gospel who come to us ambassadors from the court of Heaven, Cabinet Officers whose skill is sealed by the applause of millions, Teachers in every grade of the service whose secluded and often ill requited labors form the strength and hope of our country, Farmers, Physicians, and Lawyers, Governors, Legislators and Judges, successful Merchants, and eminent politicians in all parts of our country, as his pupils gather around the bier of Dr. Mitchell and cry with the despairing prophet, "My Father! my Father! The chariot of Israel and the horsemen thereof?"

Dr. Mitchell was born in Washington, Conn., and had he lived until the 19th of August 1857 would have been sixty-four years old. He graduated at Yale College in 1813, entered the Christian ministry in 1817 and on his duties at our University in 1818. At first he was Professor of Mathematics and Natural Philosophy.



But when Prof. Olmsted returned to Yale College in 1825, Prof. M. filled his vacant chair because its studies were always most congenial to his tastes, and there he continued till the day of his death. How faithfully and successfully he rendered service in this chair the public knows better than any one can describe. It is sufficient here to say that no pupil of Dr. Mitchell's ever went from his laboratory without a fair chance of learning all that was newest and best in the departments he presided over. Indeed what ever Dr. Mitchell undertook he tried to do as well as it could then be done. His plans were generally drawn to a large scale, and where he was permitted to finish what he began it rarely ever required amendment. Perhaps there was often an abundance of labor, mental and physical, in his undertakings that savoured of prodigality. But Dr. Mitchell was rich in resources and strength. He wasted enough in his life to make the fortune of half-a-dozen common men. One who knew him well, on hearing that he was to deliver the address at our State Fair in 1856, exclaimed "I'll warrant that Dr. Mitchell begins with the garden of Eden." So he did, and by the time that he got down to his own recent visit to Chatham County he had, as usual, given to the public an essay full of rare learning and abounding in useful suggestions.

As a Preacher Dr. Mitchell was of a sound theology. He acknowledged most heartily that this Kosmos, with whose minute phenomena he was so conversant, was created and controlled by a personal God, to whose power, wisdom, goodness, and awful holiness he directed his hearers with no little skill. For the redemption of mankind from the abyss of sin and misery into which the fall of Adam has thrown them, he looked to the mystery of the Cross received by Faith into the heart of each individual. His philosophy led him to advocate the leavening of the mass by the subjection of each component soul to the law of God in Christ. So then he never expected much permanent good to result from those efforts which have a different starting point. He saw during his eventful life so many associations for the reformation of the ills of Society skillfully organized and vehemently recommended, and yet superseded by their original projectors, that while he never opposed any scheme which relied on the influence of an organization for the attainment of this great end, yet he never expected much permanent good to result from them. Dr. Mitchell believed that man was to be permanently raised above his natural condition only by help sent down from Heaven, and that this help could be expected by these only who were reconciled to God through a Divine and Priestly Mediator. Hence he constantly taught the necessity of a prompt and persevering attention to the claims of personal Religion.



As a man of extensive and varied knowledge and of scientific skill in his investigations, it is well known that Dr. Mitchell had no superior if any equal in our country. He was always learning. The wonderful variety of subjects that is found among the books of his library irresistibly impresses one with the fact that their owner was of insatiable curiosity; while the quality of those books establishes that his knowledge was of a high order. He kept himself well posted up as to the current literature and Science. He supplied himself liberally with the Reviews, Journals, Magazines, &c., of the day. Hence his library, which cost him a great deal of money, will not prove valuable to his heirs. Others wait until the proceedings of learned Societies, Scientific Journals, &c., are winnowed, until the trash that is in them has been eliminated, and the truth has been ascertained with a close approximation, or until the first and costly editions of good books have been sold, and the books are cheap. Such prudent and economical souls Dr. Mitchell allowed to pursue their own plans. He could not wait for stale bread, nor let his meat be cooked and then hashed. He liked to have his food fresh and then he wanted to do his own chewing besides. When a new idea, or a prolific principle well illustrated was to be obtained, dollars and cents rarely were hindrances to Dr. Mitchell. Some may say that had he pursued a differ-

ent plan his family might have been thousands of dollars richer. But then his own soul and those of his pupils and children would have been thousands of truths poorer, and Dr. Mitchell cared most for the meat that does not perish. No man ever deserved better the appellation of "a walking Encyclopædia." Besides an intimate acquaintance with the subjects of his own departments, his general reading was so extensive that there were few topics of conversation among scientific men of any profession whereon Dr. Mitchell was not an intelligent and interested listener or an interesting and instructive expounder. Some may judge that he might have done more for his fellow-men had he confined the attention of his powerful mind to a more limited range of subjects. So he might had such been his inclination. But Dr. Mitchell loved to "expatiate free o'er all the world of man." He loved to realize the mightiness of its maze, and to examine for himself in every direction the propriety of its plan. Besides we may say that just such varied acquirements were necessary for the proper discharge of his duties as lecturer on Chemistry, and Mineralogy, and Geology. The bodily comforts of civilized man and his proper understanding of the phenomena in Nature around him depend so much on a proper apprehension of the truths in these sciences, that one can be a powerful expounder of them only by



possessing the facts to be obtained by general reading. Dr. Mitchell's library made him a man of power in his laboratory.

But it was as a teacher, and as an officer of the University that Dr. Mitchell chiefly improved the talents committed to him. During the forty years he was connected with the University he never published or wrote as much as other professors and men of science have written and published. His large intellectual stores were for his pupils, and for others who might associate with him. After some experience at Yale College and elsewhere in Connecticut and Long Island, he began his career as a teacher in North Carolina when the Course of Instruction at the University contained but few subjects when compared with the number that now crowds its ample limits. In 1817 when Dr. Mitchell was appointed Professor of Mathematics, there was no Chemistry taught, the Seniors studied English Grammar—the Juniors Algebra and Geometry and the Freshmen ciphered in Arithmetic. But in 1818 there was a remarkable elevation of the Standard of acquisition at the University. Chemistry &c., was introduced to the Seniors with Astronomy—the Juniors were admitted to the mysteries of Fluxions, now known as the Calculus; Algebra and Geometry did not rise higher than the Sophomore year, and the Freshmen quit studying *Æsop's Fables*. It would be interesting to com-

pare that Course of Instruction with what appears in the Catalogue for 1857, to see what changes have been made in the order of studies, and what have been removed from the University to the preparatory course, and also to discuss the wisdom and determine the effects of these changes. But in all of them, many and great as they have been, Dr. Mitchell was a prominent and efficient agent. So that an extended memoir of him would present a fit opportunity for investigating the progress of education in North Carolina, and ascertaining how much the University is now benefitting by the reactions of its own early actions. But our present space is so limited that we can but point out this fertile field for a future exploration.

Whatever Dr. Mitchell taught he taught thoroughly. He was always referring to first principles, and repeating them until they effected a permanent lodgment in each pupil's mind, if it had substance enough to retain anything. It was in the recitation room that he used most constantly and opportunely the knowledge he was constantly accumulating; and there information, and suggestions, and speculations were constantly dropping from his lips that were not only very instructive, but could be met with no where else. Having become acquainted with his peculiar departments mainly as they were developing, and having seen so many assertions prove false, so



many theories vanish, so many prophecies never become history, that he wisely became cautious respecting alledged discoveries, and slow of belief concerning new announcements. In such cases he was calm while others were excited, and patiently waited for the developments of the future, while others were crazy with the prognostications of the present. So then when others prophecied coal enough to melt the solid earth, or copper enough to "copper and copper fasten" all creation, or gold enough to buy out Australia and California, or announced Aluminium as about to revolutionize our domestic economies, or promised to displace the Newtonian explanation of the Solar System, Dr. Mitchell taught his pupils that they must at times turn a deaf ear to the charmer, charm he ever so sweetly. The science that he thus disseminated through the country was remarkably free from dross, and the principles he inculcated such as are conservative while they are truly and permanently progressive. As a disciplinarian Dr. Mitchell acted according to the old maxim "an ounce of prevention is worth a pound of cure." But when his constant and self-denying vigilance failed in its aim, he always leant to the side of mercy even while most decided and firm. He was naturally of a quick temper and lively imagination, and so would often express himself to the subjects of college censure in very strong language. To the

evil-doers themselves he set forth the character and consequences of their conduct in their true light. Yet in inflicting punishment he oftenest recommended that which appealed to the gratitude and better feelings of the culprit, if he had any. Repentance and reformation was what he sought, not merely the getting rid of the offender, nor the striking terror into the hearts of all who should hear of him.

That Dr. Mitchell showed faults as well as great virtues, in all the relations he fulfilled to his fellow-men, no one should deny. They were patent to all who associated with him. To those who did not associate with him it is not worth while to introduce them, for they should not be imitated. To those who knew, as well as to those who did not know Dr. Mitchell, we would present only the excellencies of his character and work while on this earth. To all men every where we would most earnestly recommend his constant recognition of the power and Godhead of JEHOVAH, and his immediate submission to God's authority in all matters of conscience, his immense acquisitions and great caution as a man of Science, his patience and forbearance as a teacher, his energy and vigilance as a College officer, his cheerful obedience and ready cooperation as a citizen, his abounding charity and unostentatious liberality as a neighbor, his faithfulness and promptness as a friend, his affectionate carefulness



and untiring industry as the head of a family, his unfeigned faith as a Christian, and his fearless and full exposition of God's holy law as an ambassador from the Most High. P.

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#### THE EAST AND THE WEST.

Among the many works of improvement, either undertaken or completed, which are steadily developing the resources and advancing the prosperity of our State, there is one great work which neither private enterprise nor public legislation has even attempted, I mean the establishment of a proper community of feeling between the Eastern and Western sections of our State. In fact our legislators, so far from attempting to heal this non-community of feeling, have from time to time, been instrumental in widening the breach and strengthening the existing prejudices. Various railroads have been projected, some completed, but these have failed to wipe out this line of difference between the East and West. The fable of the members of the human body strikingly illustrates the sad effects of a want of unity among the different members, and clearly proves that without unity of feeling and unity of interest whether in the human body or the body politic, there can be no prosperity. We might naturally look to the power and influence of the Press to harmonize and unite the discordant members of our State; but we are sorry to see these powerful engines for good or for evil, too often lending their aid to prejudice still more the people of the East and the West against each other. While every one *must* see that this non-community of feeling between the different members of our State has kept one vein of her life blood constantly flowing into Virginia, and another into South Carolina.

Our Eastern legislators are often more ready to vote for works of improvement that will tend to injure the West, than for those calculated to benefit her; while our Western legislators are too ready to lend *their* aid to works that tend to impoverish the East. If our Western friends can build a rail road that will in some degree benefit themselves—enable them to run their productions to the ports of South Carolina and Virginia, you find them eager to engage in the enterprise; although at the same time they are well aware that there is an abundance of vessels in our Eastern ports rotting for the want of employment and that their Eastern neighbors will be compelled to send “North” for those very articles which they are



running off through the ports of other States. And if our Eastern friends can construct any work that will enable them the more easily to import Northern hay, flour, onions, cabbage, butter, &c., and which work will at the same time prevent their Western neighbors from finding a home market for these very articles of a superior kind and that too of their own production, you find them singing a jubilee over their so called triumph. Now it is not our purpose to reflect upon any Eastern or Western work of improvement, either completed or in progress of completion; but we do desire to look to some influence that will root up sectional prejudice and unite the interests of our *whole* State. In looking around for such an influence, it was uppermost in our mind, that our State Association of Teachers, if properly conducted and attended by the friends of education from all parts of the State, has more power to promote unity and good feeling throughout the whole State, than legislators or the Press, or in fact than all other influences combined. The teacher has it in his power to mould and discipline the minds of the young almost at pleasure. It is no less a part of his power than a part of his duty, to preserve and cultivate that inborn sense of true honor and dignity, truth and modesty, to implant in them principles of true religion and pure morality, to send them forth from school in a fit state to act well their part in the great empire of human interests, and qualify them to dignify and elevate whatever trust may be committed their care. He holds in his hands as it were the distaff and spins out for rising generations the thread of their moral and intellectual being. Their guardianship both for the present and the future is his; and while a just appreciation of the responsibilities of his station and a proper exercise of his power and influence over the youthful mind will surely lead to results the most desirable and the most beneficial; ignorance or an absence of the proper feeling will as surely lead to injury which no lapse of time, no healing power can wholly repair. By exerting upon the pliable minds of the young a proper influence he may educate them to live up to the true dignity of man's nature and become the pillars of intelligence and true greatness; or from an abuse of his privileges and a disregard or an ignorance of his cares and his duties, he may give a wrong impulse to their actions in subsequent life. Although the young, while moved by the headstrong and impulsive feelings of youth, may reject or lightly esteem the teachings of their instructors, yet manhood will almost surely bring back, strengthen and perpetuate those teachings, and that too of whatever kind they may be. The wisdom and experience of age, the evidence of their own eyes, may often show them that they have been improperly instructed in youth, yet, even



then, these indelible impressions of youth exercise a kind of secret and magic influence over their actions, clouding their judgment and blinding their eye.

How important then that our teachers should freely mingle together, know each other well, and make themselves thoroughly acquainted with every part and parcel of their State; but still more important that they should divest themselves of everything like sectional prejudices. In this point of view they should know no Eastern Carolina, no Western Carolina, but North Carolina as a whole State united in feeling and interest. Good instructors by no means confine their teachings to recitations from text-books, nor even to the principles laid down in text-books, but are fond of instructing by public lectures on general subjects, or by private conversations well calculated to amuse, instruct and impress the minds of their pupils. Now if our Eastern and Western teachers, by conversation or otherwise, will so mould and discipline the minds of their pupils as to bring them up free from sectional bias, to bring them up but true North Carolinians, (not Eastern men or Western men), they will effect a great good which the wisdom of our legislators and the influence of a free press, for the last seventy-five years, have been unable to accomplish, or more properly speaking, they will destroy what these other influences have rather served to perpetuate and strengthen; and a new

era in our State's history will begin.

Some may ask, what good will come of *boys* free from Eastern or Western prejudices? But one moment's reflection *must* teach any one that these very *boys* will, in a few years, be the law-makers and rulers of our State. An ignorance of our people of particular localities, of the character and resources of the State as a whole, is the great barrier to a perfect community of feeling and interest. Our Western friends grow up too much with the notion that the East is a nation composed of 'niggers,' half-starved, half-clad and worked to death, of pale, pine-smoked, white *born* paupers, living on fish and "huckleberries," and of rich, proud, oppressive Nabobs, whose only god is money and whose only pleasure is the wine cup. While our Eastern friends are much of the notion that the West is a nation of semi-barbarians, destitute of good breeding, politeness and everything else like refinement, living in the woods and subsisting on roots and berries.

S. H. W.

(To be continued.)

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When the Roman poet was told by a phlegmatic friend to mind his own business, and not to meddle in other men's affairs, he made the immortal reply—"I am a man and whatever relates to my fellow-creatures also touches me."



## THE BIBLE AS A SCHOOL BOOK.

It seems to the writer that the inspired volume is commended as a School Book by more numerous and weighty arguments than can be brought forward in favor of any other.

1. Every good teacher knows that one of the first conditions of a good School Book, is that it be interesting, for mental application of the simplest and most transient kind is naturally distasteful and difficult to a young person who has not as yet been, decidedly brought under the influence of instruction and the laws of moral mind. In such a mind there is a long and painful conflict between the *internal* effort to become interested and instructed and the *external* distractions of the senses of sight, and hearing, and the thoughts thereby engendered.—Such a poor, helpless untutored mind is insensible to the beauties of style, appeals of reasoning, eloquence of passion and fascinations of fiction, as a blind man is to the transit of the successive scenes of a beautiful landscape athwart the pupil of his eye. The eye and the object were there but there was no impression—the Solar ray passed through the daguerrean tube but the plate was not receptive. Inconsistent human sympathies! There are many who weep for the blind of an *eye*, who have no tear to shed for those who are blind of *mind*, over which the film of prej-

udice, and the curtain of darkness have been drawn! But this is digressing. Now the writer affirms that such a mind can be interested, and consequently instructed by the *inspired volume* when the ordinary Common School Readers have failed to do it. Whilst it is true that strength of intellect and human learning are valuable auxiliaries in its comprehension, yet it is among its excellencies and demonstrations of divine power that it compels attention, stimulates examination, enforces respect and imparts knowledge consciously independently of the will, inclination and seasons of convenience. The stories, many of the historical narratives and descriptions, the moral lessons of proverbs and the parables of Scripture have generally been acknowledged by qualified judges to be of unequalled excellence in arresting and fixing the attention of the young. To particularize, the first chapters of Genesis, the story of Joseph, the Exodus, the stories of Samuel, Elijah and Elasha, David, Daniel, Esther, the three Hebrew children, Jonah, the parables of the New Testament, especially that unequalled one of the prodigal son, and the last chapter of Revelation have a charm, an interest and impressive power independent of the accidents of age, education and mental inequality; but they exercise the greatest influence and fascina-



tion over the juvenile mind to which they are a kind of necessity like water, air and warmth, for almost the first exercises of the nascent mental powers is on the mysterious subjects of cosmogony and human duty and destiny. It anxiously asks, whence sprang this mysterious frame of the universe? What is my duty? What is expected of me? Whither am I tending? What is to be my future state? To answer these questions, the oracles of nature and their interpreters are dumb. Little wonder then that a child, and the untutored youth, with a mind like a child's, are pleased with the friendly volume which supplies their first moral and intellectual wants, and resolves in a manner to satisfy the demands of reason and quiet the conscience the first embarrassing doubts.

But the effects just enumerated may be produced by a book deficient in the beauties of style, and a school book should be recommended by a good style, just as a man is recommended by a good suit of nicely fitting clothes.

2. The Bible is a good School book because it is written in a good style, or rather good styles, for there is a surprising variety in it. This much is implied in the title word of God, for there is a harmony, congruity and adaptation in all his works, there is a harmony and an equality between the merely *formal* and *essential* properties of all created things. If the merely outward dress of the

inspired writings fell much below the momentous importance of the matter, it would not only mar their beauty, diminish their effect, but depreciate their value and throw suspicion on their authenticity. But no! there is no such discrepancy between form and fact, between internals and externals, letter and spirit. Accordingly we may analogically infer the excellence of the *style* of Scripture from observation of the works of nature. If God has made the neck of the war-horse *terrible* so as to make it to the inspired Job an emblem of thunder, he has also arched it with beauty. If he has made the sides of Lebanon rugged and precipitous he has crowned it with cedars. If he has made the lion the image of *terror* and destruction, he has, in his commanding eye, regal port, graceful movements and flowing mane invested him with *majesty* and beauty. If he has made a volcanic mountain to belch forth flames from its summit he has made its sides to smile with vines, olives, herbs and villages. If the ocean is the image of terror and sublimity, when it stirs its resistless mass of water from its lowest depths and sends them on their march from the centre to the farthest shore, as if it would storm and force its barriers and reassert its pristine universality of dominion, it can also subside into a repose like the cradled slumbers of an infant. And anon when it receives the full flood of lunar rays, its placid plain seems



more like silver than water, or its surface sparkles with a phosphorescent glow that eclipses the coronation robes of Queens.

Analogous to this are the engaging and beautiful contrasts and varieties of the styles of Scripture. How beautifully does the rapt song of Moses succeed the passage of the Red Sea and the engulfing of Pharoah and his host in its reuniting waters, and the triumphant song of Deborah, the sweet singer of Israel, the rout of Sisera? How pleasantly do the lofty lyrics of the inspired Psalmist contrast with the scenes of war and murder and treachery of his troubled reign? The sweet pastoral of Ruth with the humbling exhibitions, the harrowing descriptions and awful denunciations which precede it? How different from all these the Lamentations of the plaintive Jeremiah, conceived in language never surpassed by Simonides, Eschylus, Sophocles, Euripides, nor Shakespeare? But not more different from them than is Isaiah, who *almost* presumptuously assumes the foreknowledge of Omniscience, and with "lips touched with a live coal from off the altar," unrolls that magnificent Epic of the future, in which we seem to hear the rustling of the banners of a mighty approaching host,—see the garments rolled in blood, the rout and ruin of nations! And then the inspired old man of Patmos, the Isaiah of the New Revelation—pre-eminently the *Revealer*, not like Isaiah and Jer-

emiah and Daniel, mostly of the rise and fall, the glory and shame of the Kingdoms of this world; but of *Celestial* things and Kingdoms also. How, when he describes the travail of the Church, the Scarlet Horse, Death on a pale horse, bestriding the earth like the Genius of Annihilation, the gathering of the Nations on the field of Armageddon for the final combat of truth and error, the glories of the City of the New Jerusalem, in seizing the thrones of Angels, does he seem to snatch their harps and use their language also!

3. The third advantage of the Bible as a school book, is its cheapness, a recommendation not to be overlooked in selecting books for Common Schools, for their teachers are frequently changed, and as their preferences are various, the change involves that of text-books; and in the course of a few years, a poor boy who has changed his readers frequently is seriously taxed.

A suitable Testament for tyros may be had for 12½ cents, a Bible for one dollar. But, the

4th Argument in favor of the Bible as a Common School book is its *permanence*. The pecuniary saving hinted at above, in using a book the use of which may be continued from year to year over those which may be annually changed, is trifling in comparison with the greater aid which the *unchanging* Bible affords in disciplining the mind than the changeable Readers



of the schools. Discipline is the most important and difficult work of teaching. It disiderates time and judgment, and partly also *continued* books. Each untimely and injudicious change of Manuals and Studies breaks the continuity and direction of thought, causes what is expressively called "a back set," requires it to repeat, in a different order, some of the steps it has already taken, and consequently irritates it by a feeling of opposition and retrogradation, so mortifying to every one. It is easier to make a scholar smart than wise, talkative than thinking, to cram the memory than to develope, strengthen and arrange aright the rude obscure and untutored mind. In educating as in every thing else the most difficult, is the most important part.

But there are many, both teachers and parents, who care but little for mental training, or discipline, and yet insist that the minds of pupils shall be well cramed with ideas and a good *style* acquired. Let us see what influence the daily perusal of the Sacred Writings has in imparting a good style. Now, it is evident that a School book, however excellent in style, which is changed as often as many of our School books are, can not aid much in the acquisition of a good style, for a good style to be acquired from an author requires familiarity, and familiarity can only be contracted by long and continuous use. Hence experienced Instructors advise emulous youths in pursuit of

a good style to take a Standard author and thumb him until they have mastered and assimilated every thought. Hence Demosthenes is said to have copied Thucydides a number of times. Hence Horace in elucidation of this very subject recommends—

"———Vos exemplaria Græca  
Nocturna versate manu, versate diurna."

Hence a great critic says that if you wish to form an English style at once pure, correct and graceful, you must give your days and nights to Addison. In aiding the formation of a good style, no book in our language ought to be preferred to the English Version of the Sacred Scriptures, for a larger proportion of its words than usual are genuinely Saxon, for it was made by a Congress of the best scholars of England in an age of much purity of style, and before our vernacular had been diluted by the importation and incorporation of vagrant foreign words. Therefore it is that the *Literature* of the Bible is, independently of, and additionally to its spiritual influence, eminently conservative, no small recommendation in an age in which strained intensity of expression, exaggerated sentiments and bastardly formed words abound. Much of what manliness of style *now* exists, may be traced to the influence of the Scriptures. This opinion, fairly interpreted, is not adverse to a new version of them. No doubt the mere dress of thought may be improved in many passages.



The writer has got through with the Divisions of his subject. A few general applicatory remarks shall close it. He is not opposed to compiled Readers, but let one satisfy and let the Bible be used as a reader along with it, throughout the whole course.

Are the foregoing views *practically* demonstrated? He thinks they are. On a small scale he has tested them. He has pursued the Eclectic System, hinted at under the first head, and is grateful for the results. And here it seems not irrelevant to remark that one of the most acceptable services that can be rendered to the cause of Literature and Morals would be a judicious selection of the beauties of the Bible on the Eclectic Plan.

A collateral proof of the excellence of the Bible, its adaption to mental improvement and the acquisition of a strong, lofty and sublime style, is that the Princes of Song and Eloquence, when they rise to their loftiest flights, resemble, at least suggest and stimulate comparison to the great Hebrew Models. When Homer soars to the sublime and in his radiant course, impatient of the retarding clogs of language, in a few intense and fiery words utters his thought, his mind seems to be cast in a Hebrew mould. When Demosthenes deals out his fierce invectives, which "fulminated over Greece and shook Macedon and Artaxerxes' throne," he reminds us of Isaiah and Ezekiel describing the pouring out of the vials of Jeho-

vah's wrath and the rout and ruin of Empires. When the sweet and plaintive Virgil becomes prophetic and hails the rising glories and blessings of the reign of Marcellus, or the advent of a second Golden Age, when war and fraud and violence shall cease, savage natures be subdued and animals, by their natures enemies, become loving friends, he resembles some inspired Seer of Scripture. When Shakspeare and Milton rise to untrodden heights of song, they seem, in many respects, to view things from the same stand-point as the Bards of the Bible and to draw their illustrations from similar sources. Many of the strong, rugged utterances of Chatham and Henry, seem to be suggested by or drawn from Scripture. Last but not least, in the enumeration of those who have been assisted in the attainment of the power of eloquence by the Scriptures, is Daniel Webster, who shall testify at the same time for himself and the correctness of the writers views, viz: "If any thing I have ever said or written deserves the feeblest encomiums of my fellow countrymen, I have no hesitation in declaring that for their partiality I am indebted, solely indebted to the daily and attentive perusal of the Sacred Scriptures, the source of all true poetry and eloquence, as well as of all good and all comfort." Whilst this æsthetical, this educational, this elevating effect of Scripture is accidental, at least additional to its proclaimed object,



"to make men wise unto salvation," it is easily explicable; for the Bible is the only book that never trifles, never attempts a pun or a witticism, never condescends to humor any human weakness. Without courtly or cunning exordium, without studied peroration, it speaks to man with commanding authority and sanction, and that mysterious emotion, which is more easily conceived than described as the aroma of inspiration and immortality, the efflux of the Spirit, for the Word is the Sword of the Spirit.

But how is it that the pagan Swans of Song and Thunderbolts of Eloquence sometimes seem to think, feel and write like the inspired Writers? It is probably because the Sacred Writings, mercifully originating in the wants of human nature, respond to its cry for comfort and the solution of doubts. Unconformed to, unobscured and untrammelled by conventionalities and artificial refinements, they appeal directly to the human heart. Whilst condemning human nature, they are an infallible Exposition of it. Thus the Bible is the *Written*, as sensible objects are the *Painted*, Volume of Nature. Now just so, but in a very different degree, were the great heathen Authors of antiquity. Their genius was the inspiration of nature. They became the vehicles of its utterances, its cries for light and help, and its aspirations heavenward and after the unfathomable unknown "Poeta (and by parity of reasoning the

Orator *partly*) nascitur, non fit." If the great Authors of antiquity spoke and wrote on the same subjects as the Sacred Writers, and similarly, if not equally independently of artificial aid, they must needs have written and spoken like them, but with the immense abatement of *direct* & divine inspiration.

But the plastic, formative and progressive influence of the Bible is no less observable on nations than individuals. Wherever it is honored there prevails honor and honesty, private intelligence, virtue and happiness, national freedom, stability and equity. Wherever it is not honored, wherever its free circulation and perusal are restrained, as if it were a cunningly devised fable or licentious novel, there you will find ignorance, vice, apathy, stagnation, private infamy and public degradation. Is this doubted? The doubt is removed on the direction of the attention to our country, England, Scotland and Prussia, (in a considerable degree) which lead the van of nations in the work of civilization and evangelization, and are great, glorious and prosperous. In all the them, the Bible is, more or less, the standard of morals and the recognized rule of conduct. In all of them except Prussia the most exalted public functionaries consider it a privilege and a pleasure to preside over and promote the objects of Missionary and Bible Societies. How altered the picture when you look to Catholic Countries, to Ireland, Spain, Italy, Portugal, Mex-



ico, and the States of South America, which forbid it to the laity, vitiate its text and pervert its doctrines! In view of the foregoing arguments and illustrations, the

inference seems warranted that *the Bible is a great book for making great men.* W.h.o.

Wake Forest College, }  
Sept. 8th 1857. }

#### APPEAL TO THE STATE.

Oh, for the coming of that glorious time  
When, prizing knowledge as her noblest wealth,  
And best protection, this imperial realm,  
While she exacts allegiance, shall admit  
An obligation on her part to *teach*  
Them who are born to serve her and obey;  
Binding herself by statute to secure,  
For all the children whom her soil maintains,  
The rudiments of letters, and to inform  
The mind with moral and religious truth,  
Both understood and practised—so that none,  
However destitute, be left to droop,  
By timely culture unsustained, or run  
Into a wild disorder; or be forced  
To drudge through weary life without the aid  
Of intellectual implements and tools;  
A savage horde among the civilized,  
A servile band among the lordly free!  
This right—as sacred, almost, as the right  
To exist and be supplied with sustenance  
And means of life—the lisping babe proclaims  
To be inherent in him, by Heaven's will,  
For the protection of his innocence;  
And the rude boy, who knits his angry brow,  
And lifts his wilful hand, on mischief bent,  
Or turns the sacred faculty of speech,  
To impious use, by process indirect  
Declares his due, while he makes known his need.  
This sacred right is fruitlessly announced,  
This universal plea in vain addressed,  
To eyes and ears of parents, who themselves  
Did, in time of their necessity,  
Urge it in vain; and, therefore, like a prayer  
That from the humblest floor ascends to heaven,  
It mounts to reach the State's parental ear;  
Who, if indeed she own a mother's heart,  
And be not most unfeelingly devoid  
Of gratitude to Providence, will grant  
The unquestionable good.—*Wordsworth.*



MINUTES OF EDUCATIONAL CONVENTION WHICH ASSEMBLED IN  
WARRENTON, N. C., JUNE 30TH, 1857.

Seven o'clock P. M.

According to previous announcement, a number of persons from different parts of the State assembled in the Court house, in the capacity of an Educational Convention. In the absence of Rev. Dr. Wheat of the University, the president of the Convention which assembled at Salisbury in October last, Mr. E. W. Ogburn of Greensboro', the vice President, called the house to order, and in a short address, explained the objects of this meeting. Messrs. W. H. Bass, of Ridgeway and James H. Horner, of Oxford, were appointed secretaries, and Wm. A. Walsh, of the Warrenton News, Reporter. On calling the roll of Counties 143 persons from thirty one Counties, enrolled their names as delegates to the Convention.

The reading of the minutes of the Salisbury Convention was deferred, in consequence of the absence of a copy. On motion, Prof. Charles Phillips, Rev. N. Z. Graves and Rev. Thomas S. Campbell, were constituted a committee to report a programme of the business of the Convention. After an unsuccessful motion to adjourn, and another, calling on the Committee on Constitution to report; the committee on programme made a partial report viz:—

1st. That the Convention meet

at 9 o'clock A. M. next day, and 1st hear and consider the report of the Committee on Constitution.

2. That the Convention hear the address of Mr. Holden, at 11 o'clock in the Methodist Church.

Convention then adjourned until tomorrow morning at 9 o'clock.

July 1st 9 o'clock, A. M. The Convention was opened with prayer by Rev. Dr. Wilson. Rev. Mr. Wells, of Conn., was invited to take a seat in the Convention; a similar invitation was extended to Mr. Merrill of Mississippi; both gentlemen being connected with book publishing establishments. A resolution was then passed that all friends of Education present, whether from this or any other State, be invited to take seats in this Convention. The form of Constitution reported was then read and after some discussion and interchange of views among the delegates, it was referred to the following committee, viz: Rev. A. Wilson, D. D., Prof. Charles Phillips, R. H. Graves, Hon. W. N. Edwards and Wm. Eaton, jr., who were instructed to revise the whole subject and report at the earliest hour practicable; and leave was granted them to sit while the Convention is in session.

Messrs. Batchelor, Rev. N. Z.



Graves and Nathan Milam, were appointed a Committee to procure speakers for to-night, and make other arrangements.

It was ordered that three hundred certificates of membership be printed for the use of members. Adjourned until 3 o'clock this afternoon.

The Convention at 11 o'clock assembled at the Methodist Church to hear Mr. Holden's address.—After Prayer by Rev. W.H. Christian, the presiding officer introduced Mr. Holden, who addressed the audience for near two hours on the subject of Education and gave a succinct and interesting history of the rise and progress of common school Education in N. C., and furnished a valuable paper for future reference, on that subject—see action of Convention in reference to this matter in another place.

After noon 3 o'clock.—A communication was read, from Rev. C. H. Wiley, in reference to publishing a North Carolina Journal of Education—which was referred to a committee of five, consisting of Messrs. Brooks, Eaton, C. C. Cole, W. W. Holden and Ransom, with instructions to report to-morrow morning.

The thanks of the Convention were returned to Mr. Holden for his very able and instructive address, and a committee of three appointed to wait on him, and request a copy for publication.—Messrs. Blake, Durton and Christian are the committee. Dur-

ing the absence of the committee on constitution, Mr. Merrill of Mississippi, by request addressed the convention on the subject of text books. Mr. Robinson of Goldsboro' also made some remarks, but gave way to hear the report of the committee who were now ready to offer a draft of a constitution. The report with some slight amendment was adopted and the following is the Constitution.

"We the undersigned, in order to promote the cause of Education among the people of North Carolina, by maintaining a regular and frequent personal intercourse with each other, by concentrating our energies and efforts and by collecting and diffusing among our neighbors important information concerning our labors, do hereby form an association to be called "The Educational Association of North Carolina," and having the following Constitution.

#### CONSTITUTION.

ARTICLE I. The officers of this Association shall consist of a President, six vice Presidents, a corresponding secretary, and a Recording Secretary, to be elected at the regular annual meeting and to serve for one year, or until their successors be chosen.

ART. II. It shall be the duty of the President to preside and preserve order at the meetings of the Association. But in the absence or inability of the President, either one of the vice Presidents shall perform his duties.

ART. III. The corresponding Secretary shall conduct the correspondence of the Association. He shall also act as Treasurer, and dis-



charge all such duties as may be devolved on him by law.

ART. IV. The Recording secretary shall keep a faithful record of the Constitution, By-Laws, and proceedings of this Association; he shall preserve such papers as may be committed to his care, and he shall superintend the publication of such documents as the Association may designate.

ART. V. The Association shall meet regularly on the first Wednesday of July, in each and every year, at such place as it may select. But the President, with the consent of four vice Presidents, shall have power to call a special meeting at such other time and place as they may appoint.

ART. VI. Twelve members from four different counties shall be a quorum to transact business at any meeting of the Association.

ART. VII. The members of this Association pledge themselves, each to the other, to contribute such funds as from time to time may be necessary to meet the contingent expenses of the Association.

ART. VIII. Teachers of Schools and Colleges in North Carolina and other residents of the State, who may desire to cooperate with us, on motion, may be elected members of this Association by a majority of the members present at any regular annual meeting.

ART. IX. No article of this constitution shall be altered except by a vote of two-thirds of the members present at a regular annual meeting.

ART. X. The Secretaries of this Association with the general superintendent of Common Schools in North Carolina shall be an Executive Committee to attend to the general interests of the Association during the intervals between meetings.

The members then came forward, signed the constitution and thus organized "The Educational Association of North Carolina." The term "Convention" will hereafter be supplanted by the name ASSOCIATION.

Rev. R. O. Burton offered the following resolution—

*Resolved*, That a committee be appointed to consider what measure should be adopted to interest and engage in the work of instruction, in our common Schools, the ladies of the State, and report to this body as soon as practicable, at this session.

Rev. Dr. Wilson, Rev. N. Z. Graves and Prof. Walters are the committee. Mr. Blake, chairman, reported that Mr. Holden consented to the publication of his address and delivered the manuscript into the hands of the President. The committee to procure speakers announced that several addresses might be expected in the Methodist Church to night. The Association then adjourned until tomorrow morning, 9 o'clock.

At 8 o'clock P. M., the audience assembled in the Methodist Church to listen to the speakers, and were entertained with eloquent and instructive remarks from Prof. Phillips, Rev. Dr. Wilson, Wm. Eaton, jr., Rev. W. H. Christian and Prof. N. B. Webster, of Portsmouth Va.

Thursday morning, July 2, 1857. The Association met at 9 o'clock A. M., and was opened with prayer by Rev. Mr. Frost. The min-



utes were read and approved, Prof. N. B. Webster of Portsmouth, was invited to take a seat in the Association. It was then resolved to go into the election of officers, and a committee was appointed to propose suitable names for the several offices. Messrs. Jenkins, Holden, Frost, Eaton, and J. B. Solomon, compose the committee.

The committee on School Journal then offered their report which was received, discussed and then laid on the table, to hear the report of the nominating committee, who recommended the following:

**PRESIDENT.**

Rev. A. WILSON, D.D., Alamance.

**VICE PRESIDENTS.**

E. W. OGBURN, Greensboro',  
Prof. CHAS. PHILLIPS, Chap. Hill,  
WM. ROBINSON, Goldsboro',  
W. K. BLAKE, Fayetteville,  
Prof. WALTERS, Wake Forest,  
" M. D. JOHNSTON, Charlotte.

**COR. SECRETARY.**

G. W. BROOKS, Raleigh.

**RECORDING SECRETARY.**

WM. H. BASS, Ridgeway.

All of whom were unanimously elected.

On motion of Mr. Batchelor the thanks of the association were unanimously tendered to Mr. E. W. Ogburn for the satisfactory manner in which he had presided over the deliberations of the Convention. In response to which Mr. O. made a short and handsome address. Mr. Holden offered the following resolution which was passed unanimously, by a rising vote.

*Resolved*, That "this association have observed with pleasure the ex-

ertions in behalf of public instruction, by Mr. J. G. Elliott of Wayne, manifested by his prompt attendance with a number of young men who are struggling for an Education, with the view of qualifying themselves for Common School Teachers, and that we commend his example in this respect to the imitation of other Educators in all portions of the State."

Mr. Elliott in response was nearly overpowered with emotion, nevertheless he addressed the Association at some length, interspersing some amusing incidents, occurring in his experience as a teacher, and gave a detailed account of the advantages of mental exercises in the calculations of Arithmetic. Rev. Mr. Frost then offered the following, which was likewise unanimously adopted, by a rising vote.

*Resolved*, That the thanks of this association be tendered to the citizens of this community and to the committee of arrangements, for their kind and bountiful hospitality.

The following by Mr. Robinson was passed unanimously.

*Resolved*, That this Association return their sincere thanks to the Presidents of the Wilmington & Weldon, Raleigh & Gaston & N. C. Railroads, for their courtesy in allowing return tickets for one fare to the delegates to this meeting. The Association then adjourned to 3 o'clock this afternoon.

**AFTERNOON SESSION, July 2nd, 1857.** The committee on Rev. Mr. Burton's resolution reported, that they had nothing to recommend at this time more than had already been done.



The Association then took up the report of the committee in reference to publishing a N. C. Journal of Education. Rev. Mr. Solomon offered an amendment which was lost. After much discussion the whole subject was referred to a select committee of five, viz: Messrs. Jenkins, Holden, Frost, Eaton and Solomon. Mr. Whitfield of Edgecombe offered certain resolutions in reference to a change in the Common School Law of N. C. The following substitute offered by Dr. Pritchard, of Warren, was accepted by Mr. Whitfield, and adopted by the Association.

*Resolved*, That a committee of four, with the General Superintendent of Common Schools as Chairman, be appointed by the President, and requested to meet at least one day previous to the period designated for the next meeting of this body, at the place named for said meeting, and take into consideration the propriety of memorializing the next Legislature of this State, in reference to such amendments and improvements of our Common School System, as they may deem best calculated to promote the cause of popular Education. The other members of that committee are Mr. Whitfield, of Edgecombe; Rev. N. Z. Graves, of Warrenton; Wm. Eaton, jr., Esq., do.; and Dr. J. A. Waddell, Raleigh.

The select committee on Journal of Education reported,

1st. That the President of the Association appoint a committee of five, whose duty it shall be to take all necessary steps for the permanent establishment of a monthly Journal for the promotion of the

general Educational interests of North Carolina.

2nd. That as members of this association we will use every effort to secure the success of the enterprise, and recommend it to the favorable consideration of the friends of Education throughout the State. The report was adopted and the following gentlemen compose the committee, viz:

Rev. C. H. WILEY,  
G. W. BROOKS, Esq.,  
C. C. COLE,  
W. W. HOLDEN,  
WILLIAM ROBINSON.

Mr. Campbell of Greensboro', offered the following, which was adopted.

*Resolved*, That the Recording Secretary be instructed to have certificates of membership printed, on cards, and send them to the address of each member of the Association, before our next meeting.

On motion of Rev. N. Z. Graves, Rev. C. H. Wiley of Greensboro', Rev. Neil McKay of Harnett and Prof. W. K. Blake of Fayetteville, were appointed a committee to secure persons to deliver four essays upon different Branches of education and at least two popular addresses, for promoting the general objects of this Association, at its next meeting. The following resolution was unanimously adopted, viz:

*Resolved*, That we deeply sympathise with Rev. C. H. Wiley, Superintendent of Common Schools in North Carolina; in his present indisposition, and sincerely regret the loss of his valuable labors and counsels on this occasion, and that we congratulate him on the consummation of his long cherished



Scheme, in the establishment and complete organization of a State Educational Association.

The thanks of the Association were voted to the President, Secretaries and Reporters, for their patient and faithful performance of their respective duties.

The selection of the place for the next meeting of the Association, was left in the hands of the Executive committee, appointed by the constitution. The Association then adjourned to meet at the Methodist Church, at 8 o'clock P. M., for the purpose of hearing several addresses and winding up its business, preparatory to a final adjournment.

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EVENING SESSION, 8 o'clock P.M.

Addresses were delivered by

Messrs. G. Brown, of Oxford, G. W. Brooks, of Raleigh, Rev. Neil McKay, of Harnett, Rev. J. B. Solomon and Dr. Pritchard, of Warrenton. The Secretary was instructed to have the Constitution and important features in the action of the Association, published in the newspapers. The publication of the Address of Mr. Holden, was intrusted to the care of the Executive Committee.

The Association then adjourned to meet on the 1st Wednesday in July next, at such place as may hereafter be made known, through the committee having charge of that subject.

ALEX. WILSON, D.D.,  
*President.*

WM. H. BASS, *Secretary.*

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**THE MILKY WAY.**—This is a great luminous band which stretches every evening all across the sky. At one part it sends off a kind of branch which again unites with the main body after remaining distinct for about 150 degrees. This remarkable belt has, from the earliest ages of which we have any record, maintained the same place among the stars; and when examined through a powerful telescope it is found to be composed of myriads of glittering stars, scattered in groups of millions, like glistening dust, on the black ground of the general heavens. Sir William

Herschel has divided it into a number of nebulous systems, or separate clusters of stars, and has described their appearances and shapes; but, as yet, it is to us but the shadowy outline of another branch of astronomical research which will require more powerful instruments and more human genius than is now at command, for its exploration.—*Scientific Am.*

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**FUN.**—So necessary is fun to the mind, says a late philosopher, that if you should build school-houses without play-grounds, nobody would get beyond short division in a life time.



## Common School Department.

### DIRECTIONS FOR THE FORMATION OF COUNTY AND DISTRICT EDUCATIONAL ASSOCIATIONS.

Intelligent Teachers of every kind should consider the improvement of their calling, in all its branches, and the advancement of the general cause of Education, as subjects which have paramount claims on their attention and time. These and other friends of Education can effect much by associated effort; and they can become especially useful by establishing intimate connections between themselves and others who are laboring in the same field but have not enjoyed equal opportunities of improvement. Let all such, who are imbued with the proper and noble spirit of their profession, in any community, unite in a call to their brethren, of every grade, to attend an early meeting at the county town, or at some central point, to form an Educational Association. Let it be understood that all the members of the Association, from whatever kind of schools they come, are to be on an equal footing with each other; and let public spirited citizens of every profession be permitted and invited to join.

The meeting should at once organize itself into a permanent body with a short and simple Constitution for its government; and it may from time to time adopt such

regulations in the shape of By-Laws as it may find desirable. A form of Constitution and some remarks in regard to By-Laws are given below; and in the mean time the following suggestions, in regard to the objects of the Association and the best means of conducting it, are respectfully offered:—

1. The improvement of teachers and the diffusion of information among the people are the grand objects of such Associations; and as the COMMON SCHOOL SYSTEM reaches in its influences the entire population of the State, and sustains or mainly sustains on its broad foundations all the other schools, it demands the first and chief attention of all the members of the Association. Let the Association, therefore, offer a cordial welcome to all Common School teachers and officers—Let it take especial pains to bring them in—and let it conduct its proceedings in such a way as to enable them to be active participants; and to be interested and improved.

2. Several stated meetings should be held at regular periods during the year—at least two ought to be held every year.

3. At every stated meeting teachers and others should be appointed to prepare essays on subjects connected with education, to be read at the next meeting; and after the reading of these essays, all members present should be called on,



and allowed to express their opinions in regard to the essays and the topics on which they treat. It would also be well, at each stated meeting, to select a question for general discussion at the next meeting—and after such discussions a vote should be taken.

4. Each Association ought to have an annual meeting, at which officers should be elected, the public generally invited to attend, and an oration delivered by some one distinguished for his usefulness and ability—and it might not be amiss to have, at such times, social gatherings for innocent enjoyment, the formation of friendly ties, &c., &c.

5. The meetings of every Association ought to be opened and closed with prayer—and the members, remembering that they are laborers in a moral vineyard, ought to be co-workers with God, and jealous of the character of all their brethren.

6. Each Association should take pains to collect accurate statistics of the mental and moral condition of the county in which it exists—and it should also be a leading object with it, in a proper manner, to endeavor to overcome prejudices, to correct erroneous opinions, to disseminate useful facts and statistics among the people, and to foster and stimulate among them a spirit of improvement. And in all its intercourse with the people it should ever remember that it can best fulfil its mission by a kindly, respectful and conciliatory manner.

7. Every Association, knowing that it is founded on an enduring principle, should organize with a firm determination of existing permanently—and if only five members attend regularly, these should, for this very reason, *continue to*

*assemble*, until the leaven of their example and action begins to be generally felt and acknowledged.

8. Each Association should consider itself a part of a great and united system, and a branch of the State Association; and it should annually, at a proper time, elect a number of delegates to attend the meetings of the latter, and to report on its progress and character. Let there be a full allowance of Common School teachers on these delegations.

9. The members of each Association who are able, ought to take **THE NORTH CAROLINA JOURNAL OF EDUCATION**; and they should exert their influence to extend its circulation among their acquaintances. Members should also feel bound to communicate, whenever possible, useful facts or suggestions to this Journal; and a short abstract of the proceedings of every important stated meeting should be prepared by the Secretary for the said periodical.

10. Every Association should make arrangements to procure, at a suitable place, a convenient Hall for its regular meetings, and should allow and invite spectators from all classes of society.

11. Constitutions and By-Laws should be brief, and cause as little discussion as possible.

12. Every Association, when formed, should report itself and the character of its organization to the Superintendent of Common Schools for the State—and thus he will be enabled to keep the public advised of their progress, and bring the existence of each, and its nature, to the attention of all.

13. Every Association should begin as soon as possible to build up a Library; and if it will adopt some systematic plan for this purpose, and persevere, it will in time



so identify itself and its objects with the best interests of the community as to make itself a central point of attraction for the benefactions and contributions, not only of the philanthropic, but also of the industrious and honest citizens of every class.

*Let the members persevere and build a permanent moral fabric of usefulness on the broad foundation underlying these Associations, and it will not long be wanting in material evidences of its power.*

*The moral fabric will in time find hands and means to build for it a substantial mansion, and to furnish it with books and furniture; and we can easily foresee the day when every County Association which has faithfully fulfilled its mission will have its handsome Hall, at once the ornament and pride of the County, and the evidence of its enduring prosperity.*

Looking forward to such results, when this glorious land which God has given us, shall be cultivated like a garden and filled with an intelligent, moral and happy people, let us take courage and go steadily to work.

C. H. WILEY,  
Sup. Com. Schools of N. C.

#### CONSTITUTION.

The undersigned, for their own improvement, and for the advancement of the cause of education among the people, have hereby

formed themselves into a permanent body to be called the Educational Association of the county of ———, auxiliary to the Educational Association of the State.

ARTICLE 1. The objects of this Association, comprehensively expressed above, are more specifically:—To unite the counsels and the efforts of the friends of education: to collect and disseminate useful information among the people: to improve the members by useful discussions: to dignify the teacher's profession by a careful examination of its aims and results: to cultivate a spirit of friendship and sympathy among all classes of teachers: to introduce useful reforms in methods of instruction and in text books: to unite more thoroughly all the friends of education: to give more efficiency to the system of Common Schools: and, in concert, with other similar Associations, to aid the State Association in its laudable efforts to unite, systematize and stimulate all the educational interests of North Carolina.

ART. 2. The officers of this Association shall consist of a President, Vice President, Secretary, and Corresponding Secretary and Treasurer in one.

ART. 3. The officers shall be annually elected by ballot.

ART. 4. It shall be the duty of the President to preside over the body—and in the discharge of his duties, as such presiding officer, he shall be governed by Parliamentary rules. The Vice President shall, in the absence of the President, be vested with his powers, and discharge his duties. The Secretary shall make a succinct and accurate record of the proceedings of this Association, in a book kept for that purpose. The Treasurer and Corresponding Secretary shall, under



the orders of the Association, collect and disburse its funds, carry on its correspondence with other bodies, and make an annual report of his receipts and disbursements. He shall also read all communications from other bodies, which communications the recording Secretary shall file and preserve in the Archives of the Association.

ART. 5. By an election of the majority of the members present at any regular meeting, any person of good moral standing may become a member of this body. It shall be the duty of the Secretary to notify such persons of their election, and on receiving a written answer accepting membership, and not before, he shall record their names as members.

ART. 6. There shall be no honorary members of this Society in the county in which it exists.

ART. 7. The stated meetings of this Association shall be — in number, the times and places to be fixed in the By-Laws. There may be adjourned meetings, determined by those attending any regular meeting, or special meetings on the call of the President. The President shall also call special meetings, on the written request of any seven members.

ART. 8. All the meetings of this Association shall be open to the public.

ART. 9. This Association shall annually elect by ballot — delegates to attend the regular meeting of the State Association.

ART. 10. All the regular members of this Association shall contribute such sums to defray its expenses as a majority shall determine at any regular meeting.

ART. 11. Five members shall constitute a quorum to transact business at any meeting.

ART. 12. The Association shall have power to pass any By-Laws not inconsistent with this Constitution.

ART. 13. All amendments to this Constitution shall be submitted in writing at least one regular meeting before consideration.

ART. 14. The regular meetings of this Association shall be opened and closed with prayer—and ministers of different denominations, in good standing in their churches, shall be invited to officiate.

ART. 15. The regular meetings of this Association shall not be suspended as long as they are attended by three members.

#### ORDER OF BUSINESS.

It is suggested that the order of proceedings be:—

1. Prayer.
2. Calling the roll.
3. Reading minutes of preceeding meeting.
4. Election of new members.
5. Election of delegates to State Association.
6. Election of officers.
7. Reports of Committees.
8. Resolutions and motions.
9. Appointment of Committees.
10. Assignment of subjects, election of essayists, &c., &c.
11. Irregular business.
12. Regular business:—1st, reading of essays; 2d, discussions on them; 3d, discussion of the question for debate, and vote on it.
13. Prayer and adjournment, &c., &c.

Johnson used to say that perfect literary style was like the atmosphere—the medium for seeing things correctly, but itself invisible.



## Resident Editor's Department.

It is not our intention to occupy a large portion of the Journal with this Department. But it will always be necessary for the *resident* editor to hold some communication, through this channel, with the Board of Editors and other friends of the Journal. These communications will be such as relate immediately to the interests of the Journal and the cause it advocates, and will always be short.

It is unnecessary, under this head, to say any thing in regard to the proposed character and objects of the Journal, as the introductory article of this No., "by Rev. C. H. Wiley, *Superintendent of Common Schools of the State*," gives a full explanation of our plans, and points out plainly the duties of the friends of education, with regard to it.

While the position of resident editor is one of great responsibility and the success of the enterprise must depend, in some degree, upon the manner in which he discharges his duties; yet its success will depend, in a much greater degree, on the matter furnished him, by those who have already consented to contribute for its pages and by others whose duty to the cause of Education, in our State, requires them to aid in making it worthy of the support of all who value education.

**TO THE BOARD OF EDITORS AND OTHER CONTRIBUTORS.**—We hope that all communications will be written with care, that we may not be held responsible for inaccuracies in the manuscripts. We cannot complain of the articles now on our table, but would simply hint, to those who may feel disposed to write for the Journal, that it will afford us pleasure to find all their manuscripts showing like care.

We will use every effort to prevent the occurrence of typographical errors, and hope that you may seldom have cause to charge us with injuring what you have written, by want of care on our part. Those who contemplate writing anything for the 2nd No. of the Journal, will please send their communications as soon as they can, that we may have time to arrange its contents, before the matter is called for by the printers.

To those who sent articles, for this No., which do not make their appearance in it, we would say, that we had not room for all, and, so far as circumstances would allow, we gave preference to those that were received first.

**OUR TERMS.**—All orders for the Journal must be accompanied by the cash, for we intend keeping no accounts with subscribers. While we send this No. to some, whose names have been sent without the money, we give them *fair notice*, that, if they wish the Journal continued to their address, they must send their subscriptions, before the next No. is issued, as it will not be mailed to any who have not paid for it. But those, who are numbered among our Board of Editors, will please remember that we do not expect them to pay for their copies.

**OUR FIRST NO.**—We send the first No. of the Journal to a number of gentlemen, who are not subscribers, with the hope that they will not only order its continuance, but will also send us the names of many other friends of the cause which we advocate. *Reader*, will you not do something to extend the circulation of the Journal?



**OUR ADVERTISEMENTS.**—We would call the attention of the readers of the Journal to our advertising pages. They will see that we receive a liberal patronage from the Book Publishers; and we bespeak for them, the patronage of all the Teachers and Book Sellers of our State. Without their aid, we could not succeed in our enterprise, and it is but right that those, who give material aid in advancing what we all feel to be of vital importance to the educational interests of our State, should receive our patronage, in preference to those, who are doing nothing for us, and who do not show us, by their actions, that they desire any part in the book trade of North Carolina.

**TO OUR CORRESPONDENTS:**—When your letters are not promptly answered, be assured, that it is not on account of any disposition, on our part, to treat your communications with, even apparent, neglect, but simply because the duties that claim our first attention, leave but little time for letter-writing. But whenever the contents of a letter are such as to require an answer, we will try to be as prompt, as circumstances will permit.

**EXCHANGES.**—Editors who wish to exchange with the N. C. Journal of Education, will please send us a copy of their Paper, containing such notice of our first number, as they may think it deserves.

**OUR SUBSCRIPTION LIST.**—While our list of subscribers is constantly increasing, yet we need the aid of every friend of Education, in the whole State, to make our circulation what it ought to be. We have an order, from the "Board of superintendents of Common Schools" of Harnett County, for a copy of the Journal, *for every School District in the County*. A noble example to the other Counties of the State! Which one will be the first to follow it?

**ADDRESS OF W. W. HOLDEN, ESQ.**—*Delivered before the North Carolina Educational Association at Warrenton, July 1, 1857.*

We would like very much to publish this excellent address, entire, for the benefit of those who have not seen it, as published in Pamphlet form, but it would require more space than we can find for it. We will probably give some extracts from it hereafter.

Persons wishing a copy of this Address can get it by enclosing a postage stamp to the editor of this Journal.

**EDUCATIONAL ASSOCIATIONS:**—We are truly glad to see so many of the Counties of the State forming County Associations. We hope they will all exert themselves to circulate the Journal. We will be glad to hear from all of them, and will publish short notices of their proceedings, when sent.

**THE JOB OFFICE,** of Messrs Ogburn, Cole & Albright; See Advertisement on the cover. We hope that Teachers and others, who want printing done, will give them a liberal share of their patronage. We need give them no other recommendation, than to say that they are the printers of the Journal of Education.

**OUR BOOK TABLE.**—It is our intention to notice such books as may be sent us, for examination, whenever circumstances will allow. But as this is our first number, it is not to be expected that we should have any on hand, for review; and if they were before us, we could not find room for a notice.

Our notices will usually be short and of a general character—and when we recommend text books, it will be only to bring them to the notice of teachers, that they may procure and examine them, and then adopt such as may please them, after a careful examination.



# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. I.

FEBRUARY, 1858.

No. 2.

## PROVIDENTIAL EDUCATION.

It were well, if perchance the thing be possible, that all schemes of education should be constructed in imitation of the great model which our Creator has instituted for the training of men. The child would be, thus brought up from his earliest days, in a practical recognition of those principles by which his whole future existence is to be governed, and trained to an uniform obedience to those rules which are the source and measure of his well-being. Life would cease to be earthly, for it would be formed after the image of the heavenly,—the laws of our daily life would be found to coincide with those of our spiritual and everlasting being,—obedience being early would become habitual, and becoming habitual would prove daily “an assurance of incorruption.” That narrow world which lies within the compass of infant knowledge,—the household,—would be to his opening sense the foreshadowing of that wider sphere which encloses the purposes and acts of human life, even as that life is a shadow and a likeness of the life that is yet beyond. The imperfect perceptions of the child will be perpetually aided and set right by the actions and events around him, in the same manner as a man is taught by the arrangements and dispensations of Providence in the wider circle of his knowledge. The order and harmony of the world, and the government of it would thus surely and gradually be learned, as the rapid perceptions of the eye are made perfect by a series of natural and slight adjustments.

If indeed it be of consequence to the future man, that the training of the child shall make him fit, and not unfit, for the whole length and breadth of the scene on which he is to act; it is of no less moment to ascertain, if we may, what is the order which God has established in the world, and how far human institutions for human culture may imitate that order. Doubtless, all their vitality and power is derived from that resemblance. Whatever is opposite to it can not prosper, for it is forbidden by the nature of man and the decree of God.

That there is an arranging and superintending Providence over the affairs of men, we shall not stop to prove. Its main features, we may presume, are well known, and universally acknowledged.



We shall allude to only one or two, which we believe all human schemes for education must, if they would work well, recognise and adopt.

We affirm then, in the first place, that the economy of Providence clearly shows, that wrong-doing cannot escape punishment, which is its natural consequence. Remorse, and fear, and shame, and foreboding, are symptoms of this great fact. Disease that follows debauchery, and want which is the child of prodigality, and the infamy that comes of fraud and dishonest gain, are characters, as plain as the pestilence and the earth-quake, of a power that can punish, and of a wrath that will righteously avenge.

Let, now, the arrangements of the family, and the discipline of the school, teach, in their several measures and degrees, the same lesson. Let crime be visited with stripes, and negligence bring forth not untimely tears. Let the child learn, while yet a child, that his happiness is in his own keeping, that law is severe and inexorable, that if he sows the wind he shall also reap the whirlwind. Let him learn, and by his own experience he must, for words and arguments cannot be effectual here, that guilt hath misery ever for its shadow, reaching to its heels. We have then one element of true virtue, one felt conviction which is its firmest ally, one sentiment planted in the deepest prudence, and which throws its branches up into the highest air of duty. Right and wrong are no longer things indifferent, or that may be postponed to present convenience or anticipated pleasure. God is not merciful only. He draws and binds us to himself, not merely by "the cords of love;" and supremely foolish are we, who believe that we

can bring to pass in others by love alone, that for which He uses means so diverse and opposite. Though severe, we need not be cruel, even as the laws of Providence are not cruel, though they change not, and will be obeyed.

We affirm in the second place, that in the order of Providence virtue has a perpetual reward. Calmness and peace are the natural inheritance of goodness. Not only, in his deed, but in the fruits of his deed, is the good man blessed. Prudence receives a competency, temperance gives health, generous actions earn renown. In the world we are not obliged to pursue every thing for its own sake. Our actions and pursuits have each its thousand collateral and remote effects and ends. Our frugality is rewarded by the riches for which we practise it; but we also gain by it the respect of our neighbors, the and means of gratifying a liberal heart.

As men are allured to goodness by the blessings it confers, and that not only by the natural, but also by the contingent, and as we may say, accidental blessing, so, the young are to be trained to manly virtue, by a perception of its excellence indeed, but also by its lesser, and more obvious benefits. A smile a word of approbation is not directly the natural consequence of a virtuous action, nor any way in the nature of it, yet it is a just reward and a strong incentive. Now, let children and youth be trained to this perception; let them see in the household, and the school, and the highway, and the market, in those arrangements of social life which are most apparent and instructive to them, a constant illustration of this principle of a higher than human economy. Let the lower powers



of sensation and faculties of prudence be made to minister to the reason and conscience. Let a flower blossom here, and a gem flash there, on their rough pathway. Let the wearisomeness of study be lightened by the hope of approval, and refreshed by the assurance of reward. Let severity be duly tempered with gentleness. We have then bound our children to virtuous habits by a double cord, of fear and of desire.

The scheme of education which rejects either of these divinely sanctioned and appointed means, is but "a tottering fence." The force and pressure is in only one direction. There is no balance, and there must be overthrow. The scheme which rejects both, if such a scheme there be, is a machine with no impulsive power. It may be pushed, it cannot go. In the system which divine wisdom has ordained for the education of men, no observer can fail to have been struck with the diversity and manifoldness of the means employed. Yet when each is examined, it bears marks of most wise adaptation. Not only books and conversation, the knowledge and experience of life, but winds, and hills, and waters have an influence here. The very stars are agents, beyond the dreams of astrology. But we, in our wisdom, are fond of reducing all influences to a single principle, and trusting to its sole efficacy for results, which only system and combination can produce. We mistake a part for the whole. We see men in the actual business of life gaining and giving energy by an honorable competition. We see that the principle works well in the jostlings of politics and trade, and that the very rivalry strengthens upright principles, and forms strong

and well considered habits. Yet many of us are disposed to exclude this power from the processes of education, as only evil.

Let us rather take man, with his multiform capacities, and the order of nature and of providence with their infinitely diversified agencies, and guided by "the wisdom that cometh from above," strive so to blend and temper, to a true adjustment, the powers and principles that are given us, that the young shall be trained to a generous manhood, and that manhood shall be but a preparation for a higher being. F. M. H.

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HOW TO EDUCATE.—Education is not the putting a sharp weapon into a man's hand, but training him to employ, for good purposes, whatever weapon may come in his way. Let the schoolmaster, when he is abroad, step into the menagerie and borrow thence the leading principles of his art. We know better how to educate a lion than a man. Education is to *train a man out of bad habits into good*, and reading or writing are useful or hurtful, just as they aid, or hinder the accomplishment of this end.—*Rev. W. Arnot.*

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HAPPINESS.—Search after happiness. If you cannot be happy in one way, be happy in another; and this faculty of disposition wants but little aid from philosophy, for health and good humor are almost the whole affair. Many run about after happiness, like an absent-minded man looking for his hat while it is on his head or in his hand.



## ENGLISH GRAMMAR.

BY DELIA WIGHT JONES.

The rage for biographies of distinguished people is so great in these times, and the avidity with which exposed family secrets are read is such, that I have been led to attempt a brief, but real statement of the public and private character of a family whom all know in some degree, if only by report; with whom the more educated are quite intimate, and whose acquaintance, the less cultivated classes in society would gladly improve. For mutual benefit I will rehearse some of the traits which distinguish both their outward and their inner life.

This family, although residing in our midst, is not always treated with the consideration which from their merits they deserve. Some always address them in a proper and becoming manner, and show them great respect; but others are so impertinent as to nickname them, while still others so utterly ignore their existence, that they never care to learn their names even, and by their mistakes cause great confusion and serious difficulty. Few, if any, but have some strong points of mind and habit, that render them quite worthy of attentive study. While Individuality is strongly developed, there yet is sufficient resemblance perceptible to show that they are of the same kindred.

Among nearly all people, antiquity is accounted a mark of aristocracy, and if this be a sure test, this family may be highly esteemed. Its history extends back to a very remote period, having its first record in the first written language and its existence among the first

people who made any progress in letters and refinement. As a mark of high sentiments and nobility, may be cited this fact,—that among savage people, or illiterate and unrefined, they never have been known, but in their migrations from one clime to another, have always located themselves among nations who had made some progress in civilization and enlightenment. Another fact is worthy of remark,—wherever they dwell and are esteemed, their influence is beneficial to their compatriots; and the family is held in higher honor the better they are understood. Travelers seldom fail to make the acquaintance of the foreign branches of this family. If their stay abroad is prolonged, they are almost certain to become intimate with them, since, for the sake of their widely-separated kindred, they are ever on the alert to greet travelers, whom they endeavor to render as contented and as much at ease as possible; a favor, which strangers are not likely to forget, but which they will gratefully remember long after the remembrance of other foreign friendships is entirely forgotten. The difference in climate, temperament and customs among people in remote parts of the earth had caused them to exhibit many dissimilar traits of character, but in all, a family resemblance is clearly marked.

The name of this family is Grammar, and the branch of it residing with us is called English Grammar. The residence of the Grammar family was originally a very plain, but roomy and well-constructed build-



ing, but it has been repaired and added to, in order to suit the various tastes of the members of the family, until it presents a singular appearance. On one side you will see the rough, strong walls of the first structure, and not far from it some fancy portico, some gay oriel window, or a hanging balcony. The plain old roof, moss-grown, but still undecaying, shelters a part of the edifice, but at some corner you may see a fancy turret, or a turban-shaped dome, or a slender spire; for, as Italian, Greek and French Grammars are much older than English, the latter has ever had a great trick of copying their architecture and habits, so far as her means would allow. Within there is the same love of variety to be observed. Some rooms seem designed for comfort alone, and nowhere is there seen an effort at display; but all things are of the most substantial material as well as form, while other apartments abound in ornaments. Here you will see an entrance consisting of but a small low door, but hard by, a Gothic arch, and tessellated pavement meet the eye. The grounds around the mansion are laid off with regularity. A small field, in the rear of the house, is allotted to each one for his own cultivation; for individual experiments, &c., but much the larger portion is worked by all, under the supervision and instruction of the elder members of the family.

In some portions of the lawn in front of the house, are many trees of gigantic growth, and there are, also, a great variety of exotics and hot-house plants, that are more attractive to some minds than the natural productions of the soil. But, by far the most remarkable specimens have been produced by grafting on a native stock some humble species; the union of the

two, producing a plant so singular as to render it impossible of analysis and classification. To these, English Grammar has given the name of Idioms. The distant landscape is full of interest; there are in view, the sea of Arts and Sciences; the hills of Logic, Rhetoric and many others, and the lofty mountains of Philosophy; all of which may be reached by avenues leading from the grounds of Grammar. These avenues terminate in various public roads, by which the communication is easier, and the routes direct to the several places. To some eyes, this location and the prospect from it have very great charms; but to others, it seems extremely dull, tame, and uninteresting.

The head of the family, English Grammar, is a very aged woman of stern and dignified carriage, and wearing a countenance so unapproachable and incomprehensible, that she is generally but little loved at first sight, and almost invariably fails to excite any interest in the minds of the young. Nevertheless, she is singularly pleasing in conversation, possessing a rare talent of expression, and a vast amount of scholastic information. Like most people of former generations, she is extremely methodical in her own habits, and requires something of the same exactness from all the members of her household. Her requirements often fail of being answered, and frequent exceptions bear testimony to the many delinquencies of the family.

Four persons of note in the world owe their parentage to Grammar. Their names are as follows:—Orthography, the eldest, who is allied with an Arabian family, (having early in life espoused Letters, the "fair Arab maid.") The second, Etymology, who is the principal



or agent in all the transactions of Grammar. Third is Syntax, a man of great education, and celebrated for his faultless language in public speaking and in composition. The fourth is Prosody, the Poet and Musician of the family.

These four families, with their numerous progeny, dwell near each other and generally maintain the utmost good feeling and harmony.

Orthography is a plain and unpretending person, rather formal in manners, monotonous in conversation and wanting in expression. He delights in the company of young people; in fact, both himself and Letters take so lively an interest in the education and improvement of the rising generation, that they have established a very large primary school, where only the sounds of the vowels and consonants and the art of spelling are taught. They are assisted in their labors by their two children, Syllables and Words, who are said to be the most excellent of spellers and readers. This Institution, besides being devoted to the primary in age, is patronized by persons of mature years—often engrossing very much of their attention. Others, however, prefer spending their youth idly, but never fail to regret that they had not patronized this Institution in their young days.

Etymology is the parent of nine children, whom their grandmother Grammar often calls "Parts of Speech," perhaps because each one has his or her own way of representing things, or because none of them play their parts in life quite independently of each other, but all require assistance from some quarter. They are known by name as follows: Noun and Pronoun, Article, Verb, Adverb and Adjective, Preposition, Conjunction and Interjection.

I wish now to investigate the characters of these persons, as briefly, and yet as carefully as possible, and I am confident that the habits and disposition of each one offers material for much thought and inquiry.

The first whom I shall name is Noun, a frank, honest individual, with a *common* degree of intelligence upon all subjects, and so energetic as to be engaged in almost every affair that takes place in the family. Always conducting that in which he has any agency, in a very *proper* and able manner. Noun has vast resources, but does not make much of them, being often too *independent* to allow his passions to make him the *object* of attentions. He is relied on with great confidence by the people around him. When a collection is to be taken up at a public meeting, he is deputed to "hand the hat," and afterwards appointed to take charge of the funds thus gathered, and is then called *collective Noun*. Again, he is the person chosen to give an *abstract* of Lectures that are given before the Lyceums, and in many other ways is so actively concerned in affairs of State, that the title of *Participial* is frequently placed before his name. Without the aid of Noun, or that of his sister Pronoun, Etymology could do nothing.

Article, in position, precedes Noun, but is a plain, homely creature, and of so limited capacity, that she never could be made to learn. She is prim and proper to the last degree, but so uninteresting as to be without admirers, and almost without attentions. She is exceedingly devoted to Noun, and never goes abroad, unless accompanied by him.

Verb is, however, the most important member of the family, and



his conduct seems to regulate everything, and influence everybody. Between him and Noun is a strong brotherhood, and many points of *agreement*, yet perfect harmony does not exist between them on all occasions. They are generally, observed together, but it often happens that Noun is the *subject* of many disagreeable, as well as kind remarks, and is too, the *subject*, upon whom, in some words, Verb exercises his authority most arbitrarily, though, at other times, Noun has the ascendancy, and completely governs Verb personally as well as in other ways.

It not unfrequently happens that Verb makes, not only Noun but half the rest of the family, the unhappy *object* of his remarks, and, in return, Noun sometimes gains all to her party, and they subject him to their caprices in most extraordinary ways, causing him to perform any service they please to impose upon him, no matter how disagreeable.

Verb is a difficult being to understand:—sometimes *active* to that degree, that there seems to be no end to his exertions; and again, no matter how he may be treated—threatened, insulted, and abused, he is *passive* and seemingly indifferent to everything but the pleasure of being neuter in quarrels of any kind. His temper is as variable as his conduct. Sometimes stormy, obstinate, and commanding, if only to show his power and ability to be so. We often find him in a mood as *imperious* as a monarch, and presently he will *implore* favors of those around him with the servility of a professional beggar. At one time, asking questions till one is weary of replying; again, so stupidly *indefinite*, that one hardly knows what to think of him. He usually conforms most scrupu-

lously to the customs of society, but is, nevertheless, at times, very *irregular* in his habits, showing a spirit of exclusiveness very obnoxious to those around; for, singling out one individual from the company, he will address conversation only to that one person. His character and manners seem to be regulated oftener by circumstances, than by any fixed rules, and the best method of ascertaining what is his temper on each occasion, is, to observe particularly the society around him, and then it may be inferred what is his *mood* of mind. But on the whole, Verb is the “working bee” of the hive, more active, and uniformly industrious than any other, and doing more for the good of the whole; oftener called into action, and more really necessary, than any one else. Such are some of the characteristics of verb.

The twin sister of Noun is Pronoun, (always a lesser light) but may be found in all places which Noun frequents. If necessity requires it, she supplies his place (so far as lies in her power,) transacting any business relative to him with great ability, if only instructed beforehand in the part she is to act. It is quite immaterial with Verb, whether Noun or Pronoun is the *object* of his attentions, but whenever he is in an *imperative* mood, he invariably attacks the gentle little *Pronoun*, saying, to her face, whatever dictatory and offensive things, he happens to think of. But, as some compensation for the meekness with which she receives his rude conduct, she is always the person selected, when the spirit of exclusiveness, comes over him. Whatever his treatment, Pronoun never shows any resentment, and not an hour after a most violent quarrel, you may see them



together with Noun on promenade, apparently, in the best possible humour, and there will be a constant succession of inquiries, "who is that?" "which one is it?" &c. To all queries of this nature, Noun has a ready reply in plain words. Pronoun can be *demonstrative* too, if she pleases, but if a thought of mischief enters her mind, it induces her to speak rather *indefinitely*.

A second pair of singularly like individuals, are Adjective and Adverb. Independently, each has but little force of character, but, in connection with those to whom they are each most attached, they become most interesting and efficient members in the household of Grammar. They never express themselves in quite the same manner, although their opinions may be nearly the same; for example, if in speaking of a musician, Adjective says, "He is a fine player." Adverb will reply "He plays very finely," or "He is a very fine player." If Adjective describes anything in a *positive* manner, Adverb (not to be out-done) adds something, if only a word; and it has been often remarked, that, like a regular tale-bearer, no sentence ever passes her lips but it has gained some *stronger* term of praise or blame. The opinions of Adjective are freely communicated to Noun, (and sometimes to Pronoun,) and the two may often be seen together, with the little old-maidish Article on one side, and perhaps Adverb between them. A *very curious company!* There is a great attachment on the part of Adverb for Adjective, but it must be confessed, that it is hardly reciprocated. Only when Verb acts or speaks in an *indefinite* manner, has Adjective any influence over him; at all times, there is a more than sisterly devotion from Adverb to Verb,

to whom she is united in every sentiment. Her wildest flights of expression, she reserves for the ear of Verb, and his conduct she is ever ready to extol in highest terms. If either Verb or Noun speaks of an action or person as worthy of praise, or reprehension, Adverb is sure to find them *more*, if not the *most* so in the world. This may seem like affectation to many minds, but, if so, it has been so long practised as to have become second nature.

With Verb alone, or by herself, Adverb shows to much greater advantage. Though at times, Adjective conducts himself so happily as to bring out the good qualities of Adverb in a very attractive manner. She has a remarkable talent for *numbers*; never failing in dates, nor the *order* in which events have occurred, whether historical or domestic, and is equally good at dates in future time, which savors a little of witchcraft.

She has a large phrenological development of locality, pointing out *places* and *distances*, with great accuracy, and is so precise in weighing and measuring, that she is often styled "*Adverb of quantity*." She is full of contradictory impulses. What she has affirmed most positively at one time, she will as positively deny at another, if she sees any advantage to be gained by it, or she will express herself in a doubtful and uncertain manner.

She is of infinite service to Verb; half of his success in business is owing to Adverb, whose tact and talent are never so happily displayed, as when she lends him her aid. All his accounts and letters pass under her inspection; she corrects the mistakes in the former, and *modifies* the statements in the latter. She frequently makes use of very peculiar expressions in conversation which, when quoted by



others, are called "*Adverbial phrases*."

Adjective sometimes takes the place of Noun, when Pronoun is incompetent to fill it, but that is the only occasion on which he acts independently. Adverb, on the contrary, has frequent calls for single action; but both, in the family circle, prove as valuable aids to wit and humour, as to business, and the common conversation of every-day life.

A very modest and retiring, but most housewifely and necessary person in the family of Etymology, is Preposition. She is of very diminutive stature, and so unobtrusive, as often to be scarcely noticed at all. But she is universally petted and beloved, and is privy to all family arrangements; her influence many a time, deciding for or against, any proposition that they are considering. If any difference arises, Preposition is always at hand to point out the right and the wrong of the thing, and to *show in what relation* the parties really stand to each other. If authority is to be exercised over the recreant member or members of the household, it is left either to Preposition or Verb to exercise it; thus to the weakest and the strongest, Etymology leaves all matters that lie beyond the province of Noun. Preposition is seldom influenced by any other person, though she is occasionally swayed in her opinions by Adverb.

Conjunction has something of the character of Preposition save that he has no power to govern. He does not meddle in *much* business, but confines himself to a regular routine of duties, and mingles less freely with the brothers and sisters at home, than either of those I have named. Sometimes he connects Adverb with himself, for

a time, feeling incompetent to some affair by himself. At other times, he engages the services of Pronoun and in their united capacity, he is called *Conjunctive Adverb*, or, losing his individuality entirely, he is known as *Relative Adverb*. A peculiar form of language that he makes use of is called a *Conjunctive Phrase*.

There remains but one undescribed member of this family. Interjection, though named last by all biographers, is said to be the eldest of the parts of speech, and, as sufficient grounds are offered in support of the fact, I shall not attempt to controvert this opinion. The intellectual inferiority of Interjection to her family generally, may be the reason why Etymology invariably names her last. Rather attractive in person, she has, like many another beauty, proved but a superficial scholar. She conceals her deficiencies, however, with such ready tact, as to render herself quite agreeable in society. Her love of the marvelous is extreme, and I need not remind you that this is a mark of ignorance. She is full of "Ohs!" and "Ahs!"—raising her brow and uplifting her hands in surprise and sympathy. The greatest delight of her life is to be listening, with the opportunity of ejaculating every now and then; and not a gossip, full of news, but loves to meet with Interjection when she begins the wondrous tale. Interjection is not given to many words and the few she utters are often

"All pointless save the exclamation point."

She has no confidant for her thoughts and feelings; her joys and sorrows are alike selfish. Her influence over others is as limited as her dependence upon them. The home-circle is often gathered for business



or pleasure while Interjection is far away.

There is a similarity between the members of this family that plainly indicates their relationship, at the same time that each has some individual trait or traits, to distinguish him from any of the rest. So long as well-educated people are their associates, there is no disagreement

among them; but, if by chance, an unlettered person intrudes upon their domestic peace, (and such will be found everywhere), there is immediate disunion, and serious troubles ensue. These difficulties often last for a very long period, and are perpetuated in the records of the family.

(CONCLUDED NEXT NO.)

### THE TRUE FOUNDATION OF SCHOOL DISCIPLINE.

The possession of the confidence and affection of the scholars is *the* indispensable condition of discipline in a school. Without this, no talent and no laws will ensure industry, order or success. How then can this confidence and affection be secured? By what means can a teacher inspire his pupils with these indispensable sentiments? This is the question that we wish to discuss for the benefit of the teachers who read this Journal.

There are four principal means by which all men are influenced, Duty, Interest, Fear and Love.

1. DUTY.—Of these four motives, two, viz. Interest and Duty have evidently but little weight with children. Duty is unquestionably a sentiment that ought to be a primary motive with all men. But in a school and with children whose moral sentiments have yet to be developed and trained, we must not forget that this will be rather an effect than a cause, a resultant than a moving power. Every effort of the teacher should have for its end, the impressing clearly and forcibly this sentiment upon the heart, so that the pupils may have it as the future leading

motive of all their actions. It is the great end of moral culture, and when this end has been attained, the task of education is more than half accomplished.

But in order to have this sentiment deeply impressed upon the heart of children, so that it may become the mover and director of their actions, their hearts must be trained by other means. Duty, notwithstanding its power and superiority over all others, does not rank first in point of time among the motives of conduct in the mind of a child. It cannot, therefore, lie at the foundation of discipline; the way for it must be prepared by something else.

2nd. INTEREST.—The same thing may be said of Interest, using the term in its widest sense, as comprehending every advantage, material, intellectual and moral—the interests of the body as well as of the mind, the pleasures of sense, and the gratification of the soul. Now this is a sentiment that children cannot comprehend. It is always associated with thoughts of the future; but of the future, children have little idea. The present occupies them wholly. Hence to



use this sentiment as a basis for their industry and good conduct, will be found ineffectual, at least during the first year or two of their school-life.

It requires a mind somewhat developed to understand that it is its interest to study. Now, what advantage can a child just commencing its education, perceive in the most of the things that it is taught in school, and especially when we consider the manner in which most of our school books are made?

So far as immediate advantage is concerned in making a child attentive, docile and obedient, nothing is less true. By a punctual and close conformity to the wishes of the teacher, it will of course escape punishment; and in this way reap the advantage of labor, docility and obedience. This, however, is a purely negative advantage, which consists simply in saving itself from punishment. The determining motive, in this case, is not interest, but *Fear*, that is to say, an entirely different motive, and one which will be considered presently.

On the other hand, the material *advantages*, which children can receive at home,—presents suitable to their age and tastes, play-things, delicacies, amusements,—have no place in a school. The teacher of a public school is precluded from using these extraordinary means; because there are certain general rules, to which he must conform himself—certain prescribed hours at which he must be at work—fixed periods for separate recitations, &c.

We are aware that a teacher has at his disposal various recompences and means of encouragement, such as are in general use in schools—prizes, places, marks, &c. But do

these means secure the end contemplated in this article? viz: to establish and keep up good order and discipline. Let us look at this question a moment.

We shall not now enter upon the whole subject of prizes and rewards, but only consider the general principle of emulation as a means of subserving school discipline. And here we would remark, that the influence of prizes upon scholars, is in general very much exaggerated. The distant prospect of an uncertain reward at the end of five or ten months, has a very slight effect upon young children, who have hardly a thought of the morrow, in either restraining or constraining them. Moreover, grant that one or two ambitious and talented pupils may be induced to work hard during the session, still how little effect can these prizes have upon the general discipline of the whole school!

Prizes are, in effect, a reward given to *relative* merit. Whatever be the conduct of the scholars, however noisy or disorderly they may have been during the year, still the prizes are none the less distributed at its close. Whether progress has been made or not—whether idleness or application has prevailed, still some scholars obtain the prizes. Merited or not, these are bestowed, if not to the most worthy or most deserving, then to the less incapable and less idle.

The same remarks hold good with regard to every other kind of recompense which is by custom, accorded to relative merit. In any school, however undisciplined, there will always be some scholars less noisy, less boisterous, less intractable than others. To these, altho' their conduct may be far from being what it ought to be, provided only it be less bad than that of



their comrades, the rewards must be given.

Ordinary prizes and rewards, such as are generally distributed, can be no true foundation for right discipline in a school. As this motive cannot be relied upon, some have recourse to the opposite means, viz. : punishment. But punishments do not appeal to the Interest of the individual, but to his Fear. This brings us then to the consideration of the other two motive principles, Fear and Love.

3rd. FEAR.—A careful observer cannot fail to perceive that in almost every school of every degree, the principle of Fear lies at the very foundation of all discipline. Punishments far more than rewards, constitute the grand means of reducing schools to order and inciting scholars to work. Extra tasks, exercises, confinements and other corporal punishments are the incessant expedients to which recourse is had to prevent idleness, disorder and all kinds of irregularity, and to induce industry, order and good discipline. Punishments—always punishments—are the grand resource under all circumstances. Reproofs and scoldings used to satiety are only the preludes—the first degree—the *avant-courier* of the penalty. Like the punishment, they act only through fear, and are efficacious only in view of the punishment which they hold suspended over the head of the offender. Can it be questioned that scholars will neither do what is right, nor abstain from what is wrong, except through the principle of Fear? Is it necessary to prove that the fostering of such a motive is opposed to the very end and aim of education?

The tendency of Fear is to demean, degrade and corrupt the mind

as much as the heart. It can only produce feeble and cowardly characters, or deceitful, sullen and hypocritical ones. It enervates and demoralizes in place of elevating, ennobling and purifying the mind and heart. It is a sentiment that repels instead of attracting. It causes mutual enmity between teacher and pupil, and puts them in the attitude of foes who are continually watching each other. The teacher becomes to the pupil an austere and rigid master, from whose sight and presence he wants to get as far as possible. The pupil on his part, becomes to the teacher only an object of trouble and vexation, a burden and a torture. With such a feeling as this prevailing in a school, can there be pleasure, willing obedience or affectionate intercourse?

The word of God says :—"The fear of the Lord is the beginning of wisdom." This is perfectly true. But this fear, founded upon a sense of God's justice, is always accompanied with a sense of His unspeakable goodness which begets love. This fear resembles that which a wise and good father inspires in his family,—fear inlaid and intimately blended with love, because with him severity is never separated from the most tender affection. But, when we condemn fear as the basis of school discipline, we mean that low and hateful feeling which is the fear of chastisement and punishment, rather than the fear of displeasing the teacher and giving him pain and trouble.

Moreover, to this degrading characteristic of fear there is always added its insufficiency. Fear does not always exert its power; it ceases to produce its effect, when there is a probability that the fault will pass by undetected, or when there is a likelihood of eluding its



consequence. Now, true discipline is always and everywhere active, when the teacher is absent as well as when he is present. Its power grows with time, and is confirmed by habit.

Besides, the principle of fear, as a ground of discipline, gradually loses its influence. The pupils expect punishment or scolding, and they soon lose all dread of them. The teacher himself is readily disarmed. After a few days' scolding, his voice soon reaches a limit beyond which it cannot go. The scholars soon get accustomed to these continual yells, and screams, and thunderings, and pay no more attention to them than to the passing wind. If, perchance, they are stopped when the storm is at its loudest, they soon begin their disorder again, and the teacher, exhausted by his effort, yields at last to fatigue, and gets himself accustomed to noise and disorder, as the ordinary and natural course of events.

Scolding, in reality, is effectual only when it proceeds from a teacher whom the pupils love and esteem. In other cases it is only effectual when it takes the form of a threat. But what use is their in a threat, when punishments are in constant use, since their frequency never fails of destroying their efficiency?

And what are these punishments? An extra lesson—a particular task—deprivation of play—confinement, or some other thing of a like nature. Now this confinement for the purpose of making up missed lessons is not unfrequently looked upon by idle pupils as an actual gain. They would rather be kept in half an hour, than lose two hours from play at home in preparing the lesson. They know very well too, that such lessons are very gently passed over by the teacher,

when he hears them the second time. The confinement too is generally very short; for the pupils see that the teacher is just as anxious as they are, that they should get away, and that he generally makes some excuse, or is satisfied with some vague promise, that they will do better for the future, and thus, after a few minutes lets them depart.

Hence some teachers seeing the useless and ineffectual nature of those ordinary penalties, which are in reality heavier punishments to themselves than to their pupils, and not knowing any other means to employ, have recourse to severe corporal chastisement, and by the free use of the rod, organize in their schools a reign of terror, and thus keep their pupils under the sway of a perpetual fear, by which means a degree of order and outward decorum is sometimes attained. But even this does not generally last long. The worst boys get hardened against these punishments, or the mind gets habituated to such humiliation. Besides the ingenuity of the pupils is exercised in devising ways and means by which they may escape the chastisement, and whatever other effect this course of procedure may have, it assuredly fails in making the pupil either to love his book or have respect or effectation for his teacher. The latter himself gets wearied with punishing and asks no better than to have some pretext for pre-terminating it altogether.

Thus fear becomes a gradually blunted weapon in the hands of him that uses it. When the chastisement is not inflicted its omission is ascribed to weakness, cowardice or indifference. There may be a dread of it, but it is never successful in establishing a proper discipline in school.



Of course we do not for a moment suppose that there are many schools in which the abuse of a discipline founded upon fear is pushed to the length that has been described. But still the evil is not less real, wherever the principle is adopted of making chastisement, threats and scolding the main foundation of discipline. We are far from advocating an entire abandonment of punishment. This would be fatal to all discipline. We are only striving to show that to attempt to govern a school and train the minds of pupils on the principle of Fear is a fundamental error.

Fear alone, we repeat, can never incite to what is *good*, the most it can do, is to repress what is outwardly *bad*. That teacher neither knows what his duty is, nor is fitted for his high and important office, who would be content with keeping down bad conduct in school,—with simply suppressing disorder and disturbance. The true task before him is to inspire in his pupils a desire for doing right, to call into activity those sentiments and feelings which will influence their conduct when the eyes of the teacher are not on them, which will govern them out of school as well as in it. This can only be obtained by inspiring them with affection and esteem for himself, and a love for what is right and good and proper in itself.

We assert that Fear never can do this. It can inspire a spirit of defiance, distrust and cowardice, but it never can communicate nor call into being one noble, generous and honorable sentiment or act.

Rewards and emulations may sometimes produce this result, especially if they be employed with great caution and prudence. But emulation, which will make a few scholars work diligently, and put

forth every effort to obtain the prizes—such emulation can never avail as a mean of discipline for a whole school, it never can be effective for establishing and securing a continuance of good order, kindly intercourse and that mutual good-feeling between teacher and pupil which is the basis of all good discipline.

Let us see then, in the other principle, which yet remains to be examined, whether we can find that true ground of right school discipline of which we are in search.

4th. LOVE.—It has been shown that Fear is a wrong and altogether inefficient ground, upon which to establish a proper discipline in school. We do not think that any body will gainsay this position, and least of all, those teachers who have tried to make this feeling the base of their pupils' conduct, and of the management of their schools.

Whence arises the constantly recurring desire among teachers of finding the best means of getting pupils to be attentive to study, and to have order and quietness reign in the school room, if it be not an avowal of the inefficacy of the means which are ordinarily adopted? After this avowal of the teachers, we do not hesitate to make another, and that is, that among analogous means, viz.: those which have fear for their foundation, we do not know any which can be considered an infallible method of securing proper discipline.

We have already said, that we do not advocate an abandonment of a judicious employment of this feeling in the matter of education. We are very far from absolutely condemning the use of punishments. Fear founded upon respect is a salutary sentiment, necessary even



with very young children, and especially with those of an impetuous and ardent temperament; but it is a feeling that ought only to be conjoined with another more powerful one, and which is always to be made subordinate to it.

Punishments, we think, ought never to be inflicted, except for the infraction of a necessary rule, or the transgression of a known duty. Such cases ought never to be passed over with impunity. Pupils ought from the very first to be thoroughly convinced that such violations will uniformly be followed with a penalty. And even then great wisdom and prudence are necessary in making the chastisement correspond with the fault. Let it never be forgotten that excessive punishments will never fail of counteracting the end proposed. The Teacher must take care of not making them too common, or of forming the habit of inflicting them constantly and severely for every trifling peccadillo, which is forever occurring where several children meet together. A Teacher who acts in this way is like a singer who raises a tune in too high a key. The limit of his strength of voice is soon passed, and he finds it next to impossible to come down gracefully. He feels himself constrained to keep on in the same key, and produces either no effect, or a very bad and unpleasant one.

We hazard nothing in saying that any teacher who has tried to make punishment the pivot of his discipline, has failed in obtaining the desired result. The same thing holds good also with parents, who would direct their children exclusively by fear, and who in all cases have recourse to chastisement. And yet how much stronger is the parental power than that which is placed in the Teacher's hands.

In view then of the inefficiency of the means already mentioned to secure proper discipline in school, we turn to the only remaining one; and distinctly and emphatically announce that the only true foundation of discipline consists in making the school a place of attraction and the teacher an object of affection and respect. Without this element, the teacher will have no real satisfaction in his work, the school no true prosperity, the scholars no real progress, and the cause of education no permanent success.

We join together attraction for the school and affection for the teacher, because these two motive powers have a common origin, and the one will not exist without the other. There is no pleasant association connected with a school, where there is no felt affection or esteem for its teacher. How can children be expected to like a school, if every day and all day long they find themselves face to face with a teacher whom they do not love, or who inspires them only with fear, and for whom they cherish only a feeling of aversion? On the other hand, it is not possible for children to have a real affection for their teacher, without feeling it a pleasure to meet with him, to see his smile or hear his kindly voice.

To secure this affection from the pupils should therefore be the great end of a teacher's efforts. It is the only true starting point. Without it a school will never be attractive. But how is it to be obtained? This is the main question.

There are very few, if any, teachers who do not desire to be loved by their pupils. This is the case even with those who rely most upon fear and the power of punishment in managing their schools. How is it then that so few are successful? We imagine that here,



as in many another case of failure among men, the mistake lies in this—that they wish for the end without being at the trouble of using the means. Sometimes the means are unknown, and when they are known, there are thousands of people who have not the firmness and persistence of will necessary to continue the use of the means until the end be attained.

To secure the love of the scholars, we would lay it down as the primary and indispensable qualification or mean to be employed, *that the Teacher love them.*

"Love me and I will love you," "I will love him that loveth me," are a sample of the many maxims which are only a familiar way of expressing this grand truth, that "Affection begets affection." If thus you would have your pupils to love you, you must first have a sincere affection for them. We do not mean a kind of general, outward show of kindness, but that lively, real, irresistible love which attracts and subdues the most rebellious and stubborn, in a word that love which provokes love. We do not think that any person, male or female is qualified to be a useful and successful teacher, who has not a natural love for children.

Now to love children, is to feel a pleasure in their company, to have a real delight in their ways, their joyousness, frankness, generosity, disinterestedness, even their carelessness and waywardness; in a word, with all that forms the distinctive characteristic of childhood and youth. It is to love them, not for their vices, for these alas! do appear in childhood, but even for their little defects—their levity, giddiness, ignorance and inquisitiveness. If Teachers would have a sure and stable foundation for discipline, there must be this a-

bility, or tact, or natural inclination to inspire their pupils with a true and sincere affection for them, and to do this they must first of all have a real affection for their pupils. An external and affected attachment, which consists in words, but is constantly falsified by acts, will never do. Children are too keen analyzers to be deceived in this way.

Whatever vices may belong to childhood and youth, let teachers be assured that they will seldom if ever find *ingratitude* to be one of them. We would press this advice upon the attention of teachers; cultivate a real love for your pupils, and,—save in a very few cases, which you ought to be prepared to expect—you will find it fully returned, and with it a sure ground of pleasure and success in your work. Let your whole conduct testify your interest in their well-being,—that it is their interest and not your own, at which you are aiming in all your efforts. Do not show to them that the work of the school is a labor and burden, from which you long to fly, and which you are anxious to get rid of. Be always consistent in your dealings with your pupils. Treat them with a gentleness and kindness, which never excludes firmness. The most affectionate parent punishes his child, but in the act of punishing he remains the parent still, and his tenderness is apparent in the midst of his severity.

When you are compelled to punish or to reprimand, beware of showing a spirit of revenge, or of satisfaction in the act. Never permit yourself to be directed by passion. Be not variable; to-day indulgent even to weakness, and to-morrow severe even to harshness and cruelty—punishing one day, what you will tolerate the next. Again, we



say, let it be seen that you feel a real interest in your pupils. Show them that you are sorry when they do wrong, not because their conduct frets and harasses you, but because it injures themselves, retards their progress or stains their character. Rejoice in their advancement, and in every new mark of improvement either in their studies or their character. Omit no proper opportunity of testifying your satisfaction in their well-doing and well-being. If they be sick, show your sympathy with them, visit them at home, and let them perceive that you are not forgetful or insensible with regard to anything that concerns them.

By such conduct, you may rest assured, that you will soon gain the heart of your pupils, and after that all the difficulty about school discipline is over.

We would be almost tempted to close this article by repeating the old Proverb: Love and then do what you please—" *Delige et fac quod vis.*" As soon as a teacher has succeeded in making this principle predominant in his school he will find it an easy matter to have his commands obeyed, his advice followed, and his rules and regulations conformed to. The scholars will find the school a place of pleasure and a resort of happiness. They will go to it with alacrity, because they expect not to find a master with a frowning brow, a harsh voice, ever grumbling or punishing,

as reluctant to teach them as they are to be taught by him; but because they expect to meet a friend as well as teacher, one who strives by every means to advance their interest, to make them happy, and to lighten as much as possible the irksomeness and asperities of school duties.

Every difficulty will be surmounted, when the teachers shall have succeeded in rendering himself an object of affection and the school a place of attraction to his pupils.

In conclusion, we would sum up what we have said, by repeating this advice: Try, Teachers of North Carolina, to love your pupils sincerely, for their own sakes: Try, and you will see whether you will not speedily call forth a responsive affection from them: Try, and you will see if your love to them will not enable you very easily to endure their faults and gradually to lessen them: Try and see if you will not have strength and courage to overcome all your difficulties, and make your work a pleasure instead of a burden: Try, and be assured you will become ingenious in finding new ways and plans of reaching both the heart and intellect of your pupils. If you would succeed in your most noble and honorable profession, your heart must be in it; the indispensable qualification of success in all pursuits, is especially necessary in yours,—“Be in earnest.” Y.

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#### KNOWLEDGE.

She holds ten thousand wonders to the sight,  
Which prompt inquiry and inspire delight;  
Relations, properties, proportions, ends,  
Burst into light as her research extends,  
Until unnumbered sparks around her fall,  
From the great source of light, and life, and all.



## THE EAST AND THE WEST.

(CONCLUDED.)

Tell an Eastern man, that the scenery along the French Broad surpasses in beauty that of the Hudson, of the Rhine, or of any other far off land; tell him, that the Hickory Nut Gap, the Swannanoa Gap, and hundreds of other places are more truly sublime and beautiful than the White Mountains of New Hampshire, the sunsets of Italy, or the Alpine heights of Switzerland; tell him that Lindville Falls rival the mighty cataract of the North, in every respect, except in volume of water; and your character as a man of truth is ruined. Tell him that some of our Western friends are doing a fine business with China, and he will say, *Nonsense, these Western fellows never heard of China.* Tell a Western man of the great resources and facilities of the East, of their vessels, fisheries, turpentine getting, lumber trade &c.; tell him of their planting oyster beds; tell him that there is one of the finest harbors on the Atlantic coast at Beaufort, one of the finest sea beaches in the world at Portsmouth, and Paraguay Tea enough in the East to supply the world; and he at once sets you down either as a fool or a knave, and very gravely tells you that Portsmouth is in Virginia, and that tea comes from China.

Now it happens to be our privilege to be somewhat acquainted with both sections of the State, and we truly believe that this array of the East and West against each other, is grounded in an ignorance of their respective characters; and also that it is the great barrier to the prosperity and speedy develop-

ment of the interests of the whole State.

We know the Western men to be an industrious, honest, intelligent and patriotic people, sincerely devoted to the true interests of their State, so long as that green eyed monster, sectional prejudice, is asleep; we also know that the Eastern men are as noble, generous, social and patriotic people as we have ever seen; proud of their native State and anxious for her advancement in works of improvement, but, like our Western friends, jealous of their own peculiar interests, when East or West is mentioned. Were you to tell the hundreds and thousands of our Western people who are annually leaving their homes and their native State, for a home of a doubtful character in the Western wilds, that the lands in many of our Eastern counties excel, in fertility and durability of soil, those of any of the El Dorado lands of the far West; they will very promptly inform you that *they* know the whole Eastern country to be fine sandy barrens, or dismal swamps, inaccessible to man and the very cradle of pestilence. Tell our Eastern friends who are sending North for their flour, their hay, their onions, their butter, their Irish potatoes, that they can procure these very articles in abundance from their Western brethren, and they will not believe it, or if they do believe it, they will not buy of them, since it would be benefiting "the people of the West." And we are sorry to know that many of our Western friends are more desirous to send these articles



to Virginia, and South Carolina, than to sell them in their own State, even at the same prices. Every one must see that this suicidal course *must* end in the impoverishment of the whole State. The seaports of Virginia and South Carolina are growing up and prospering by shipping North Carolina produce, while our own seaport towns, with as good or even better harbors, are languishing for the want of the products of her own soil to export. Do Virginia and South Carolina send any of *their* products to North Carolina ports for shipment? Then why are we enriching *their* towns and building up *their* interests by running *our* produce to *their* ports? Simply because of this unnatural prejudice between the East and West. At this very time the Wilmington and Weldon and the Wilmington and Manchester rail roads, and the N. Carolina rail road, are striving to bankrupt each other; and yet every one ought to know that about \$600,000 of the Literary Fund, the very base and life of our glorious Free School System, is invested in the former, while the State is a stockholder in the latter to the amount of \$3,000,000. When we hear a Western man advocating our Common school interests, with all the eloquence of a Sheridan or the reasoning of a Lord Bacon, and then see that very same man turn round and exert all his influence and power to break down the Wilmington and Manchester roads, when he well knows that the Common school fund has a large interest in those roads, what ought we to think of the honesty of that man's professions! When, on the other hand, we hear an Eastern politician earnestly declaiming to the people, that he will do nothing to increase the taxes, but will use

his utmost endeavours to lessen them, and then see that same politician doing all in his power, by both word and deed, to injure the North Carolina rail road, although he well knows that the State owns millions of the stock in that same road and that the taxes will be lessened or increased, as it prospers or declines, must we not believe him a demagogue? And yet these very actions may be seen daily. Not long since we heard a Western gentleman (?) say he wished to his very heart that the ocean would rise and sweep the Wilmington and Manchester roads from existence; although we have heard this same gentleman proclaiming his devotion to the cause of Common schools, expressing his willingness to lend his time, his energies, and his money to their advancement—to the advancement of a system whose very foundations he would see swept away! Nor has it been long since we heard an Eastern man declare that he wished an earthquake would cause the earth to open and swallow up the North Carolina rail road, although at the same time he complained bitterly of "high taxes"—complained of taxes and yet would see about the only hope of relief from this burden buried in the earth! Now we do not accuse either of these gentlemen of being demagogues; for we know them not to be such; but we do say that they speak and act without reflection and are much to be blamed for being influenced by local prejudices.

We will not discuss the question as to whether any of these roads and improvements ought to have been undertaken; but we *do* say that it is too late, as well as unwise, now since these works are completed and the debts contracted, to sit down quarrel and abuse each other



about their construction and wish them in ruins; for suppose the Wilmington roads swept away, the N. C. road sunk and the Deep River improvements washed away, will that pay the cost of their construction or afford a fund for relief from high taxes, or add to the prosperity of our Free School System? certainly not. It then becomes all true North Carolinians to unite their energies and their interests for the common prosperity of these works, that all may derive a common benefit therefrom. The Common School fund belongs to North Carolins, not to the East or the West. The taxes are to be paid by the people of whole State, not by the people of one section alone.

With the evils and prejudices abovementioned, staring us in the face; it becomes every good citizen

to seek a remedy. As we have before intimated, our Teachers Association, by bringing together and making one, all the teachers of our State, can more effectually break up this baneful influence, than any, or all other powers combined. Our Teachers should be made to feel that they must so act as to benefit the *whole* State and not look with an evil eye upon one section, and with an eye of favor upon the other; and that they must instruct the youth, that the interests of the whole State are to be united, guarded, and improved, and that one portion is not to be built up by subverting or neglecting the other. When the youth of our whole State are thus instructed, sectional prejudices will cease and harmony, peace and prosperity prevail.

S. H. W.

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### MELANCHOLY.

Come, pensive nun, devout and pure,  
Sober, steadfast and demure,  
All in a robe of darkest grain,  
Flowing with majestic train,  
And sable stole of cypress lawn,  
Over thy decent shoulders drawn—  
Come, but keep thy wonted state,  
With even step, and musing gait,  
And looks commercing with the skies,  
Thy rapt soul settling in thine eyes.  
There held in holy passion, still  
Forget thyself to marble, till  
With a sad, leaden, downward cast,  
Thou fix them on the earth at last.

—Milton.



## WHAT WE NOW NEED.

*Extract from Mr. Holden's Address before the State Educational Association.*

1st. *More and better teachers for our Common Schools*—We have now, it is true, many competent and efficient teachers; but some means should be provided to increase the number. To this end, if we cannot have a normal school or schools under State patronage, we should organize and hold teacher's institutes in every county; and if not in every county, by all means in every congressional district.

2nd. *Uniformity in our school books*,—HOME-made books, if possible, but, at any rate, books that will do justice to our State and to the South; not sectional, but truthful and just. We want also, common school libraries.

3rd. *An abiding interest in common schools by all the people, and especially by parents*; manifested by visiting the schools, by talking about them, by laboring to improve them, and by encouraging and holding up the hands of teachers, committee-men, and the officers of the system generally. The academies and colleges can take care of themselves; but common schools must be cared for or they will languish, and languishing, perish. Our college commencements and the examinations at our academies are crowded by the intellectual, the wealthy, the fashionable and the gay. This is well, and we are all glad to see it; but, my friends, who attends a common school examination? Have we any? And if so, how many? The Good Book informs us that "there was a little city, and a few men within it; and there came a great king against it, and besieged it, and built great

bulwarks against it. Now, there was found in it a poor wise man, and he by his wisdom delivered the city; yet no man remembered that same poor man. Then said I, wisdom is better than strength: nevertheless the poor man's wisdom is despised, and his words are not heard." My friends, such things ought not to be. This "poor wise man"—COMMON SCHOOLS—will deliver—*is* delivering our State from the clutches of ignorance, and rescuing it and all its great interests from premature decline; let us neither despise his wisdom, nor close our ears to his words, nor be unmindful of his worth and his services, because his garb is plain and his station humble. Let us rather cheer him, and co-operate with him, and help him along; seeing that, as he is the beginning of all wisdom and all improvement, and the motive power of all progress, it is *we* who are really dependent on *him*, and not *he* on us.

4th. *Common cause, wherever it can be made, between the subscription schools and the common schools*.—Much good, I understand, has already been accomplished in this way. By uniting the State funds and the subscription funds, the schools can kept up seven or eight months in the year; which is as long on an average as the schools of Massachusetts and New York are kept open.

The experience of the Northern States is, that the success of common schools depends, not so much upon a large State fund as upon the interest taken in them by the people. There, they are the school



alike of the rich and poor,—common schools, because attended by all; and we shall never fully succeed with our system till we have made them so here. It was Daniel Webster who said—speaking of the New England common schools—“it is a reproach that public schools should not be superior to private.” “If I had,” said he, “as many children as old Priam, I would send them all to the public schools.” Our schools are called common, because they are open to all, because they are intended for all, and because they are attended by some of all; common as the waters, and the atmosphere, and the blessed light of day are common.

5th. *We need also a State Polytechnic or Military School.*—The dream of universal peace is a pleasant fancy, destined never to be realized. The moral improvement of the world has not kept pace with its intellectual; the most intellectual communities in the United States are the most unstable and aggressive, and the least disposed apparently to regard their constitutional and moral obligations. We must deal with human nature and with States and nations as we find them. Possessed as we are of a peculiar institution, so thoroughly interwoven with our domestic peace, and so essential to our continued progress and prosperity, it especially becomes us to cultivate a martial spirit. We must prepare our sons for all the duties that may lie before them, whether in civil life or in the paths of war. Our rights and the peace of our fire-sides must be defended in the last resort, by every drop of blood and by every ounce of treasure that we have.—Virginia, on the one hand, expends fifty thousand dollars per annum on her military schools, and South-Carolina on the other, thirty thou-

sand dollars; yet we have no public military school,—there are but eight or ten volunteer companies in the State, and our militia system is neglected, and entirely inefficient.

There is no cheering or triumphant future for North-Carolina, or for the South, but in constantly improving systems of public instruction, and a continued and vigorous progress in schemes of improvement both by land and water. Public instruction is the parent of enlightened improvement of all descriptions, just as surely and as truly as that ignorance is the parent of public torpor, of social debasement, and of general poverty and crime. It has been well said, that “if De Witt Clinton had never been born, and the first conception of the whole scheme of internal improvements of New York were yet to be formed, they would certainly and inevitably result from her system of common schools.” And so we may say, if our system of common schools had been in operation in 1820, and had been then what it is now, our State would have been among the first, as it is the very last, to pierce the Alleghany mountains and reach the great lines of railway and of navigation connected with the Mississippi valley. The travel and the wealth of that mighty region might long since have been poured down through our own interior and into our own ports, forcing a direct trade with all portions of the world; but instead of this, our improvements have languished till within the last six or seven years; and our great line of central railway is now halting and hesitating, as it should not halt and hesitate, fifty miles east of the Swannanoa Gap.

But the men of 1815 and of 1825 are passing away. In their day, looking to the difficulties that sur-



rounded them, they did well, and we honor them for it. They will leave to us a State with a spirit above fear, as her character is above reproach; with a credit sustained, and always sustained, without a blot; with as fine a climate, as varied and prolific a soil, as many minerals, as much water-power, and with as many resources of all kinds as any people on the earth possess, occupying not more than fifty thousand square miles of territory; and, above all, they will leave to us an enlightened and constantly improving system of public instruction, as the groundwork for maintaining and perpetuating the great common inheritance of civil and religious freedom. But we want more mind—more *educated, practical* mind—to bring out these resources, to master this matter, to render it convenient and useful, and available for wealth and power. We want more of educated, thinking, investigating, enterprising mind on our farms, in our workshops, in our mines, on our railroads and public improvements, at the heads of our schools and our presses, and in our halls of legislation. We must learn to build our own roads with our own iron, and stock them from our own shops; to improve our rivers, where they can be improved; to work our own mines, keeping all the profits from them that we can at home; to build our own ships, and sail them to all parts of the world from our own ports; to produce our own hay and corn, and not depend on other States for them, as we are now doing; to make our own schoolbooks, and educate our own teachers for our common schools; to educate our children at home as far as may be, not sending them abroad for that purpose;—and in these ways, and in all ways, we must learn to

be *North-Carolinians indeed and in truth.*

Here, then, is work to be done, and this generation must do it. Are we not equal to it? Shall we falter or retrograde? Never! But to attempt to stand still is to retrograde—we must either go on or go back. What then? Why, the path of duty, of patriotism, of prosperity, of glory, is right before us, wide, clear, palpable, gleaming like the milky way across the heavens. We could not miss it if we would. Let us walk in it with an iron will and with unfaltering step. Let us go forward, with the tramp, tramp, tramp, of a new era in the history of our beloved State,—always remembering, that it is more difficult to preserve a State from decay than it is to found it; and that no free people can hope to perpetuate their liberties without constant and general mental and moral culture.

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GROWTH OF MIND.—We wonder, indeed, when we are told that one day we shall be as the angels of God. I apprehend that as great a wonder has been realized already on the earth. I apprehend that the distance between the mind of Newton and of a Hottentot may have been as great as between Newton and an angel. There is another view still more striking. This Newton, who lifted his calm, sublime eye to the heavens, and read among the planets and the stars the great law of material universe, was, 40 or 50 years before, an infant, without one clear perception, and unable to distinguish his nurse's arm from the pillow on which he slept. Howard, too, who, under the strength of an all-sacrificing benevolence, explored the depths of human suffering, was, 40 or 50 years before, an infant, wholly absorbed in himself, grasping at all he saw, and almost breaking his little heart with fits of passion when the idliest toy was withheld. Has not man already traversed as wide a space as separates him from angels?—*Channing.*



## IMPORTANCE OF MORAL INSTRUCTION.

*Extract from Mr. Holden's Address before the State Educational Association.*

The teacher's occupation, from the common school to the University, is the most important and useful among us; but is not, it must be confessed, estimated as it should be. It is always laborious, and sometimes ungrateful; and its rewards are generally scanty and uncertain. But what higher calling can there be—save that of proclaiming the gospel of eternal truth—than that of training our children in the ways of virtue and knowledge? And what is it, after all, that chiefly sustains the competent and conscientious teacher? It is a sense of his integrity and of the exalted nature of his work. The vain, the arrogant, the ambitious—the man of foolish pride or of mere wealth, may overlook him, or under-estimate him; but his work speaks for him, and he has the respect and the sympathy of the wise and good. Toil on, then, ye faithful and indefatigable workers in the fields of mind! ye are happier by far, and more useful to the world, than many who sit in Senates, or lead armies over fields of blood. Remember—remember, that you are co-workers always with the mothers of the land. Education begins with the first look and lisping of infancy; and it implies the highest physical, mental and moral development of which human nature is capable. It begins with the mother. In the serene hours of the summer twilight, when the birds and the bees, the emblems of innocence and industry, have gone to their repose, and when God, in kindness to all his creatures, has shut the eye of day, the mother

bends over her babe, and imagines for it in the future all of prosperity, of honor, or of happiness which her full heart prompts. She teaches it its first lessons of love, order, and obedience. Training it gently like some precious vine, she breaks no tendrils of affection, and crushes no leaf which comes forth bearing the imprint of future hope. Affectionately at her knee, and reverently at that of the father, it hears for the first time why it was created, its responsibilities and duties here, and something of its destiny hereafter. In this family circle, so infinitely small when compared with the universe, it learns the reasons of the obedience which is the indispensable pre-requisite to future felicity; and without which, from the cradle of the infant to the depths of space, in which countless worlds are floating, disorder and confusion would prevail. Placed here with only five senses, the mind is dependent upon them; and their uses must, therefore, first be acquired. And then, as the mental and physical faculties are drawn out and trained, the affections, which have their seat in the soul, must also be evoked, and nurtured, and lifted up towards the divine fountain from which they flowed; lest the animal obtain the mastery, and the shadows of sin and death fall over them eternally. Here, then, education begins—with the mother; and the teacher takes up the threads in the web of the child's destiny as they fall from her hands. How important, therefore, that sound and healthy morals should pervade all our schools;




that the lessons learned at home be not effaced, but improved, and new ones added as the pupil may need, or be able to receive them; that all our teachers should be men, whether members of churches or not, who "fear God and eschew evil;"—so that the good work begun by parents be carried forward, till the child is educated not only in mind, but *morally*, in all the exalted and saving affections of the heart.


The world is full—history is full of examples, showing the *paramount* importance of moral instruction to the young. "The end of learning," said the great John Milton, "is to repair the ruin of our first parents, by regaining to know God aright, and out of that knowledge to love him, as we may the nearest by possessing our souls of true virtue, which, being united to the heavenly graces of faith, make up the highest perfection." "Virtue," says John Locke, "is the hard and valuable part to be aimed at in education, and not a forward pertness, or any little arts of shifting; all other considerations and accomplishments should give way and be postponed to this. Learning must be had indeed, but in the second place, as subservient to greater qualities. Seek somebody as your son's tutor, that may know how discreetly to form his manners; place him in hands where you may, as much as possible, secure his innocence. Cherish and nurse up the good, and gently correct and weed out any bad inclinations, and settle him in good habits. This is the main point, and this being provided for, learning may be had into the bargain." "And whosoever thou be that hast children"—said Miles Coverdale, Bishop of Exeter, in 1535, in his "Prologue" to his translation of

the Holy Scriptures—"bring them up in the nurture and information of the Lord. And if thou be ignorant, or art otherwise occupied lawfully, that thou canst not teach them thyself, then be even as diligent to seek a good master for thy children, as thou wast to seek a mother to bear them; for there lieth as great weight in the one as in the other. Yea, better it were for them to be unborn than not to fear God, or to be evil brought up; which thing—I mean bringing up well of children—if it be diligently looked to, it is the upholding of all commonwealths; and the negligence of the same, the very decay of all realms." Without this moral instruction, by both mother and teacher, mental strength is but the strength of the savage or of an insane giant, leaving naught in its path to gladden, or improve, or benefit mankind. As ignorance is the parent of most degrading vices, so mere human learning without morals, is the prolific source of materialism, spiritualism, scepticism and infidelity.

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 A wise man endeavors to shine in himself; a fool to outshine others; the first is humbled by the sense of his own infirmities; the last lifted up by the discovery of those which he observes in others. The wise man considers what he wants, and the fool what he abounds in. The wise man is happy when he gains his own approbation; and the fool, when he recommends himself to the applause of those about him.

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 Lord Palmerston was born in Ireland. He is now in his seventy-third year.



## SEATS IN SCHOOL HOUSES.

The seats in our school houses should, in my opinion, be so constructed as to support the backs of the pupils.

Nearly all of the Common School Houses that I have seen in the State (and I have visited many) are furnished with rudely constructed benches, made of *rough planks or ill-shapen slabs*, destitute of any support for the backs of the pupils, and they are generally so high that small children cannot rest their feet on the floor, while sitting on them.

I have frequently observed, that occupying *such seats*, for hours at a time, is extremely tiresome, and even painful; especially to very young learners. While sitting on seats so badly constructed, they are necessarily compelled to stoop forward, injuriously pressing the weight of their heads, shoulders and arms, down upon their lungs, instead of sitting upright, as nature intended.

By this means, their *health* is seriously injured and their *progress in learning* is greatly retarded. For it is evident that, if the *body* suffer from disease, fatigue, or any other cause, the *mind* cannot be composed, and if the mind of the student be not composed, his advancement in the study of the sciences, will, at least, be slow and clumsy.

A few—*very few* dollars of the Common School Fund, in any School District in the State, would be amply sufficient to pay the expense of constructing seats in its school house, in a convenient and comfortable manner, so that the students might sit with ease, both to *body* and to *mind*, and advance much more rapidly in their studies

than at present; besides, in my humble judgment, it would be a great advantage to their *HEALTH*.

I have previously submitted the above remarks to parents and to teachers, and most particularly to Common School Committees of this and adjoining counties. I would now respectfully submit them to your favorable consideration, believing as I do, that furnishing each and every school house in the State with good, *comfortable seats*, will do much to advance the prosperity of our Common Schools.

M. H. L.

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**INFLUENCE.**—The *teacher*, whether of science, morals, or religion, is exerting and untold influence. The mind comes under his care in that plastic state that makes it susceptible of being moulded into almost any form, and turned in almost any direction. "As the twig is bent, the tree's inclined." So the mind takes the direction given by its teachers in youth; and in its maturity, it can no more be changed, than can the gnarled trunk of the full-grown oak be straightened.

Says one, "you may build temples of marble, and they will perish. You may erect statues of brass, and they will crumble to dust. But he who works upon the human *mind*, implanting noble thoughts and generous impulses, is rearing structures that shall never perish. He is writing upon tables whose material is indestructible; which age will not efface, but will brighten and brighten to all eternity."—*Massachusetts Teacher*.



## Common School Department.

### COMMON SCHOOLS.—OFFICIAL COMMUNICATION.

*Office of Superintendent of Common Schools of North-Carolina.*

*To the Board of Superintendents of Common Schools for the several Counties of the State :*

GENTLEMEN :—At the late Session of the General Assembly of the State an Act was passed which, among other provisions, repeals the part of the Common School Law which requires the proceeds of the School Fund, in each County, to be divided equally among the Districts.

As you are all aware, it was found impracticable generally to enforce this Law ; and instead of this provision, another was passed, which I think will meet the approbation of every experienced and intelligent officer of our system.

The mode of division is now left to the discretion of the Board of County Superintendents in each County ; and the only legal restriction on their discretion in this matter is that they shall act under the advice of the General Superintendent, and divide the fund in such a way as to secure, as far as possible, equality in facilities for education, among all the white children of the County.

The great end to be obtained is thus clearly defined by the law, to wit, equality in facilities for education ; and it is left to the County Boards, familiar with the character of the Counties, knowing their geographical features, the manner in which they are peopled, &c., to decide how this end is best to be attained.

It is my duty to advise with you in regard to this important subject ; and I desire, in the discharge of this duty, to call your especial at-

tention to certain general principles applicable to every section of the State.

In the first place, it must be remembered that it is still necessary, and will always be necessary, to be careful in the arrangement of the Districts. Under any system of division of the fund, large districts, intended for several schools, are an evil ; and there is an express provision of the law requiring all districts to be of a size not too large nor too small for one school. This provision was inserted two years ago when the school-laws were all re-enacted for the new Revised Code ; and while there may possibly be cases where it cannot be immediately carried out, it is to be enforced as far as the nature of things will permit.

Let each Board, therefore, make it a fixed rule to keep a constant eye on this subject, and, as circumstances will permit, make continual efforts to render the districts of the County more compact, more convenient, and more uniform in size.

In the second place, it must be borne in mind that equality in money, among districts or among children, is not always equality in facilities for education.

It is not just to divide equally among the districts or equally among the children. To give to each school the same amount of money operates unfairly to the larger districts ; and to divide the fund according to the number of children



is unjust to the smaller districts.

For example: It may be necessary, on account of some natural obstacle, as a river, mountain, or swamp, to lay off a very small district with, say 20 children. Now, where there are fifty children in a district, not more than thirty will generally attend school, and the average attendance will not, perhaps, exceed twenty-five. Where there are twenty children, not more than twelve or fifteen will regularly attend. One teacher can instruct twenty-five or thirty scholars as well as twelve or fifteen; and therefore where twenty-five or thirty scholars attend a school, only one teacher is needed, and where only twelve or fifteen attend, one teacher still is needed. But, if the fund were divided equally among the children, or according to the number of children, the school could be kept open twice as long in the large districts as in the smaller, and the facilities for education to the children in the former be twice as great as to the children in the latter.

The proper course, therefore, is as follows: Let all the districts be laid off as nearly equal as circumstances will permit, and never too large for one school. Then, when it is necessary, as it frequently will be, to have a few very small districts, let the children in these be considered as amounting to some given number, say thirty, thirty-five or forty.

That is to say, allow each district to be considered as containing a certain number of children, whether it actually has that many or not. The Board in each County can fix its own number; I suggest that it be not less than thirty nor more than forty or forty-five.

If, for instance, the number be thirty-five, then, if there be two

districts containing less than thirty-five, each one would, in the division of the fund, count thirty-five; and then let the fund be divided according to the number of children. In this case the districts containing less than thirty-five children, would each draw the amount due to thirty-five children—and all containing over this number would draw according to the number of children.

I urged this method of division on the Boards of County Superintendents several years ago; and wherever it was adopted it gave satisfaction, and, in one instance, put an end to disputes which had lasted for a long time and caused a good deal of injury.

Finally, by the act of the last session of the General Assembly, changing the method of dividing the school fund in the Counties, the several County Boards were authorized to empower their Chairmen to visit all, or part of the schools in the County, and to pay them a reasonable compensation for time and expense.

Each Board can do this or not, at its discretion; and it will be well, in every County, to send out the Chairman, on such a tour, once in every two or three years at least, to inspect the condition of the school-house, its location, the position of the district, and the difficulties which the children have to encounter in going to and from school.

He could also make such visits the occasion of observing the conduct of the teachers, and of seeing how far the regulations of the system are carried out.

Every Chairman making such visits must report the result of his observations to the General Superintendent; and I here take occasion respectfully to solicit, from each Chairman, a map of the school dis-



tricts of his County, with the numbers, names and sizes of the districts. Every Board ought to have such a map, and a copy of it ought to be sent to the General Superintendent.

\*One Chairman has presented to me a complete map of this sort, and as others get time I will be greatly obliged to them for similar favors. I wish, as far as possible, to have before me the exact position of every County.

I also avail myself of the occasion to tender to the Superintendents of each County my friendly regards and my cordial sympathies in their labors.

That they might not be called on to assume an undue share of the public burdens, I have had them exempted from certain other duties, as will be seen in the Acts of the last Assembly; but I would respectfully suggest that their position is an honorable one, of some advantage to the persons holding it as citizens of the County, and

affording a wide field of usefulness.

These considerations, it is to be hoped, are in themselves sufficient to insure a cheerful discharge of the duties imposed by regulations necessary to the preservation of the inestimable privileges enjoyed by the citizens of this Heaven-favored country.

I was authorized by the last Assembly to have printed a new pamphlet edition of the school-laws, with a plain digest of index, for distribution among the officers of the system; and the work is now in the hands of the Printer to the State and will be published as soon as possible.

With much respect,

Your obedient servant,

C. H. WILEY,

*Sup. of Com. Schools of N. C.*

The above communication, issued to the officers named nearly a year ago, is re-published here, as it bears on a subject of great and continual interest.

**PERMANENT FUND.**—In 1840, the permanent fund for common schools, exclusive of the swamp lands, was about \$1,800,000. Of this amount, however, \$600,000 were in the stock of the Wilmington and Weldon railroad, then unproductive, leaving only \$1,200,000 in productive stocks. Now, the permanent fund, exclusive of swamp lands, is as follows:

5,027 shares in the Bank of the State, at \$100 each.....	\$ 502,700 00
5,444 shares in the Bank of Cape Fear, at \$100 each...	544,400 00
4,000 shares in the Wilmington and Weldon railroad, at \$100 each.....	400,000 00
2,000 shares in the Wilmington and Manchester road, at \$100 each.....	200,000 00
650 shares in the Cape Fear Navigation Co., at \$100 each	65,000 00
500 shares in the Roanoke Navigation Co., at \$100 each	50,000 00
Amount due by the State on bonds.....	808,000 00
“ “ by Wilmington and Weldon R. R. Company	52,250 00
“ “ by Literary Institutions.....	31,000 00
“ “ by Individuals.....	7,571 12

Making.....\$ 2,155,821 12

\*A number of others have since been received.



## EXTRACTS

*From the Third Annual Report of the Superintendent of Common Schools of North-Carolina, made at the close of the year 1855.*

When I made my first Annual Report as Superintendent of Common Schools, I had not been able to see the full returns of the Census of 1850, only the outlines being before the public. We will thus be able to test the accuracy of my calculations on certain matters, based almost wholly upon private information and personal observation, the School returns, at that time, only furnishing data for conjecture.

I supposed that the number of white persons between the ages of 5 and 21 could not be less than 195,000, (one hundred and ninety-five thousand;) and from the more full School returns of this year, and from my own personal knowledge, I made another calculation, for the purpose of comparing the result with the statement of the Census, and thus testing the accuracy of my method of calculating, and of forming general conclusions. I made the result, (see Table,) 116,642, (one hundred and sixteen thousand, six hundred and forty-two,)—with a probability to me, of this being several thousand under the mark. See the table for the calculation.

Now, by the Census of 1850, the number of white persons between the ages of 5 and 21 is 215,453, (two hundred and fifteen thousand, four hundred and fifty-three!) Thus it will be seen that, according to the Census, I have been remarkably correct, in a matter where I have to rely a good deal on my own private information and experience:

and I hope that after this reference to the character of my estimates, I will not be considered as speaking at random in what follows:—

The whole number of children at School, in 73 Counties, during the past year, is 112,632, (one hundred and twelve thousand, six hundred thirty-two;) and the whole number in the State who attend Common Schools is about 130,000, (one hundred and thirty thousand.) The number at Colleges and Academies is about \*10,000—making the whole number at School in the State 140,000 (one hundred and forty thousand.)

If we will now bear in mind that a large number of children attend School only every other year—and that of those between the ages of 5 and 21, a considerable number who will go to School have not yet commenced, while a still larger number have finished their education, for the present at least, we will find there will be a very small margin left for totally illiterate children.

The calculation is every way just to ourselves, not flattering: and the grand results of these calculations proclaim truths and principles which every son or daughter of North Carolina ought to know.

The logic of facts and figures is irresistible: their voice is all-powerful, and it is uttered here *ore ro-tundo*, with a voice loud and emphatic. Hear what they say!

According to the Census of 1840, we had only 19,483, (nineteen thousand, four hundred and eighty-

\* In my first Report, I estimated the number at Academies, &c., at 7,000; in the Census of 1850, it was put down at 7,822! This was close guessing.



three,) children at School in all the State, at every kind of School: and now, while the population has increased but little, we have more than half that number at Academies and select Schools alone, and one hundred and forty thousand at all our Institutions of learning! We had then, in 1840, 2 Colleges and 141 Academies and Grammar Schools—(a number of these *Grammar Schools* were what was called “Old Field Schools,” and no better, if as good, as many of our Common Schools:) the Colleges have increased to 14, with several on the way, and the Academies to 300 at least!

*Both our Colleges then numbered 158 students:* the University alone has now more than twice that many! Before the year 1840, we had no system of Common Schools; during that year our present system went into operation. Lo the result! Are these evil fruits? Can any State boast such a progress? We had been a free State 64 years, in 1840, and had made in education a progress indicated by these figures taken from the Census:

Colleges,.....	2
Academies and Grammar Schools, .....	141
Primary Schools,.....	632

Total, 775

Children attending these Schools:—	
At College,.....	158
Academies,.....	4,398
At all other Schools,.....	14,937

Total at School, 19,483.

In 1840, the Common Schools went into operation, and fifteen years after the account stands:—

Colleges, Male,.....	5
“ Female,.....	9
Academies, &c., about.....	800*
Common Schools, about .....	3,600

Total Schools, 3,814.

Attending these, are:—

Students at College, at least.....	1,000
“ At Academies,.....	9,000
“ At Common Schools, .....	130,000

Total children at School, 140,000.

The salaries of Teachers, as the Table will show, besides being certain cash, are much higher than the wages of Teachers in the old-fashioned Country Schools were—the School-houses are better, the average scholarship higher, *while Teachers are annually improving, whereas formerly they were stationary.*

In 1840, one in every  $7\frac{1}{2}$  of our adult population could not read and write, *of whom nearly two-thirds were women, the mothers, guardians and first Teachers of the citizens of the State.* Of the growing white population it will not be one in 15, perhaps not one in 20, while the ratio of ignorance is continually and rapidly diminishing.

The average time during which the Schools have been taught for the whole State, is about *four months*; and the average salary, every thing considered, is nearly as high as it is any where in the United States.

The opening for good Teachers, of both sexes, is wide and tempting; and it is matter of great surprise to see how little this State of things is appreciated by our young people in need of employment, considering how eagerly offices, which do not pay so well as the vocation of the School Master, are sought after. This is partly owing to the want of better information—partly to that selfishness which is a characteristic of this age, and which seeks emolument from offices where the incumbent, having to perform a prescribed routine of labors, does


\* 272 by the Census of 1850.



not necessarily feel that his usefulness is enhanced and measured by the interest he takes in the welfare of others, and his own official character is tested by the characters which he helps to form. This kind of responsibility is shunned more and more; and it is painful to observe how much more labor men are willing to perform in situations which isolate them from the common feelings, wants and sympathies of their fellows, than in more lucrative callings more apparently interwoven with the condition of society, and more apparently requiring hearts to feel for the general good. It is the fault of the age, which is not illiberal with its money, but is not willing to accompany its gifts with its prayers and its sympathies. The average salaries as stated in the Table do not include the highest sums paid—nor are the highest sums now paid the best salaries that good Teachers may expect.

The Report of the Superintendent for 1857 will show a still more marked and gratifying progress.

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 The average length of the schools of Maine, whose system is in a highly flourishing condition, is four months and three weeks; of New Hampshire, five months; of North-Carolina four months.

Maine distributes about 70 cents to the head of her white population; New Hampshire about the same; Connecticut, 95 cents; North-Carolina about 50 cents; Virginia, 8 cents; Connecticut nearly one dollar—Pennsylvania nearly the same as Connecticut; and New York and Ohio a fraction over one dollar each to their total white population.

North-Carolina, though her white

population is 200,000 less than that of Kentucky, expends nearly as much as she does for educational purposes.

North-Carolina has a larger school fund than Maine, or New Hampshire, or New Jersey, (by \$1,500,000) or Maryland, or Virginia, (by \$600,000) or Massachusetts, (by \$500,000) or Georgia, (by \$1,700,000.)

North-Carolina has as many colleges as Georgia, more academies by 100, and 2,000 more common schools. The two States are about equal in white population.

North-Carolina has more colleges than South-Carolina, more academies by 100, and nearly three times as many children at school.

Virginia has 340,000 white population more than North-Carolina; yet the latter has quite as many colleges as the former, as many academies, and five or six hundred more public schools.

Kentucky has 200,000 white population more than North-Carolina; yet the latter has as many colleges as the former, as many academies, more common schools, by 1,000, and as many children at school as she has. The same is substantially true in the comparison between Tennessee and North-Carolina.

It must also be borne in mind that North-Carolina has no large cities, like Virginia, Tennessee, Georgia and Kentucky, to build up and sustain colleges and high schools.

Upon a calm review of the entire facts, it is neither immodest nor unjust to assert, that North-Carolina is clearly ahead of all the other slaveholding States with her system of public instruction; while she compares favorably in several respects with some of the New England and North-Western States.



## Resident Editor's Department.

**THE SECOND NUMBER.**—Our readers will see, by comparing the present No. of the Journal with its predecessor, that we have made a slight change in the printing, by which we think the appearance of our pages are much improved; and at the same time the reading matter, in the same number of pages, is increased, to the amount of several pages. This change adds something to the cost of printing the Journal, but it is our wish to do all that we can to improve it, and, so far as we are able, to make it all that its friends could desire. We feel assured that the friends of education, in North Carolina, will not allow it to prove a failure, either for want of pecuniary support, or for lack of such contributions as will render it both useful and interesting.

There is, we think, more variety in the present, than in the last No. As to the merits of the articles, we leave it to our readers to decide. In this No. will be found two articles, bearing on the subject of school discipline, (though differing in titles,) in which the subject is viewed in very different lights, and thus of course more fully presented to the mind of the reader. We commend both to the careful perusal of all teachers and parents.

**TO CONTRIBUTORS.**—We have received several contributions, intended for the present No., which do not make their appearance, as they did not come to hand until the contents were arranged and the "copy" was in the hands of the printers. But they are in good time for the next No. and we could not have found room for all, if they had reached us in time.

We hope our friends will keep us well supplied with good articles on various subjects, and that they will not be surprised, if we should allow many of them to lie in our *box* for months; for we would like always to have a large number to select from, that we may have as much variety as possible, in each No. of the Journal.

In selecting subjects, we would suggest that you notice what subjects appear to have been overlooked by others, that no subject, which has a direct bearing upon the cause of education, may be wholly neglected.

Short, practical articles will always be read with interest and will do much good.

**CORRECTIONS.**—We are requested by the author—of "The Bible as a School Book," published in the January No. of the Journal—to insert in the present No. the following "List of errata"—

"In column 1st line 16, for 'moral' read normal. In column 2d line 80, for 'Elasha' read Elisha. In column 6th line 14, for 'thrones' read themes."

We cheerfully comply with his request; and at the same time acknowledge that one of them, at least, must be charged to our *proof-reading*. We bestowed as much care on this part of our duties, as the various claims upon our time would permit. But as this was our first effort, in the editorial line, we would not have been surprised, at having to publish quite a long "List of errata."

**TO TEACHERS.**—To you the Journal must look for its success. To you it must look, not only for a circulation sufficient to support it, but also for



such contributions, to its pages, as will make it worthy of support.

We fully endorse the following, from a letter of one of our correspondents—"It think it very desirable that contributions to your columns be elicited from the teachers; both as a means of obtaining facts, important to be known, and of stimulating them as a class and improving their standing and usefulness."

Will not the teachers of North-Carolina aid in the noble work of promoting the cause of Education, in our State? And will not each one, who now receives the Journal, try to send us the name of at least one new subscriber?

### **Educational Intelligence.**

Under this head, we would like to keep our readers posted up, in regard to what is doing, in the various parts of our State, to advance the cause of Education. We hope therefore that teachers and others will send us all the information they can, in regard to what has been, or may be done, in their various localities, in the way of organizing associations, for the improvement of teachers, and modes of teaching; improvements in constructing, furnishing and warming school houses; and whatever else they may think of general interest. We do not ask them to prepare long and elaborately written articles on any of these subjects, unless they may prefer so doing; We wish them simply to furnish us the facts, that we may let our readers know what others are doing, and thus stimulate them to renewed efforts for improvement. We make a special request of the corresponding Secretaries of all the local associations in the State, that they will furnish us with statements of the condition and the plan of operations, of their several societies. We are aware that a number of such as-

sociations have already been formed, but we know nothing of the condition and plans of any, save the one with which we are personally connected. As a sample of what we would like to know, in regard to others, we will say a few words about the

### **GUILFORD COUNTY EDUCATIONAL ASSOCIATION.**

Our Association is now fully organized. Although the number of members is, as yet, quite small, we think they will prove to be working men, and that our numbers will rapidly increase. We will have six regular meetings, during the year, one of which will be our anniversary meeting. At each meeting, we propose hearing a short address or an essay, or both, from members chosen at the preceding meeting; these will be followed by the discussion of a question, previously selected, involving some subject connected with Education. We cannot yet say anything of the beneficial results or the peculiar merits of our plan, but feel sure that, if we do our duty as members, much good will be done.

**QUESTIONS.**—We think it would probably add to the interest of the Journal, with many of our subscribers, and prove a source of improvement to some of them, to publish one or two mathematical questions in each number and afterwards give such solutions as may be furnished.

Practical questions frequently occur, about which there is a difference of opinion, not only as to the method of solution, but also in regard to the result. Such questions might be discussed, through the Journal and the true result established.

Should any of our readers desire to see such a department introduced into the Journal, we hope they will express their wish, by sending us such questions.



# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

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VOL. I.

MARCH, 1858.

No. 3.

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## NORMAL SCHOOLS.

Every citizen of North Carolina who feels a filial interest in her improvement, must be proud of her increasing zeal for the education of her children. A new impulse has evidently been given to her system of common schools, which promises results of incalculable benefit to the social and material condition of the State. Whatever credit and honor are due to those of our public men who have taken the lead in developing the agricultural and mineral wealth sleeping within her bounds, posterity will be far more indebted to those who labor for the distant future, in endeavoring to develop the intellectual and moral energies of her people. For the power of a commonwealth does not lie, as many politicians suppose, in the material wealth or actual numbers of its population, but in the *character* of the people who constitute the State.

A good common school system embraces two distinct elements, neither of which can be neglected without exposing it to a disgraceful failure. It must be such as to secure the attendance of the great body of the children at school, so as to put them within reach of instruction; and it must, at the same

time, provide a sufficient number of competent *teachers*, who shall faithfully impart to them the instruction contemplated. To establish this proposition, neither argument nor illustration will be required. Candor compels us to acknowledge that it is in the latter element especially that our own common schools system is deficient. The great practical question now is, how to secure the services of such a body of teachers as the cause demands. Two difficulties present themselves, which it will require much wisdom and energy to overcome. Sufficient compensation must be held out to teachers to induce them to devote their lives to this duty, as the profession of their choice, and teachers must be *trained* and *qualified* for the work, to justify this increase of compensation. In regard to the first difficulty, we are aware that it will take time to satisfy our people that an increased expenditure ought to be made for the purpose. Men must experience the benefits of general education before they will properly appreciate its blessings. But it is highly desirable that the portion of the people, who are already acquainted with its importance, should



use their knowledge and influence in its behalf. If the educated classes of the community would only act and speak in favor of this cause, it would not be long before that view of public economy, which regards the minimum of taxation as the maximum of prosperity, would cease to encumber our legislation. The people themselves would nobly respond to any reasonable demand in behalf of a cause so emphatically their own. But this difficulty, after all, can only be removed by the modifying influence of time. We wish to devote the present paper more particularly to the other, and to point out what we consider the most satisfactory remedy.

No one will pretend that we already have an *adequate* supply of competent teachers at work in the State, or that there is a sufficient number of qualified persons, in other employments, who would become teachers if the profession should offer them proper remuneration. To meet the existing demand, we must *make* them. It would not be easy to procure them at the North, if it were desirable, and very undesirable if we could. No disrespect is here intended for those Northern teachers who have come, or may come, into our midst, for the purpose of pursuing their profession. But it must be obvious that, as a body, they could not secure the confidence of our people. The employment of any considerable number of them under our common school system, would be detrimental to it in fact, however unjust might be the suspicion attached to them. Hence we are necessarily thrown back upon our own resources. A large corps of teachers has to be raised up on the soil, and qualified, by some means, for the work which, even now,

stretches like a harvest all around us. How is this to be accomplished? We answer that it is only to be accomplished by one or more Normal Schools.

What is a true Normal School? We understand by it a *professional* school, in which young men, or persons of both sexes, are regularly prepared for teaching as the business of their lives. Many such schools already exist in the Northern States, and in Europe, some more strictly limited than others to the specific object referred to, but all contributing an essential element of strength to the cause of popular education.

Teaching the children of the people has too long been regarded, by many persons, in the Southern States, as an inferior occupation, and as the last resource of persons who found themselves unfit for any other calling. This is an unfortunate error, which has lead to a deplorable misconception of the true end and nature of education itself. Teaching is a practical thing we know, but successful teaching depends as much upon certain fixed principles, as any other elevated business requiring the exercise of intellectual power. It is no more an art which any person, who can read and write, can undertake to practise, than the profession of medicine is one in which every man, who can take physic, may be suffered to prescribe it.

The art of teaching *well*, can only be acquired by long experience; but there must be a beginning to every undertaking, and no one can commence this profession with a stock of experience on hand. But there is a vast difference between those who plunge into its arduous duties without preparation, and those who undergo a regular training in a model or Normal



School. In these institutions the art of teaching, is taught by theory and example, in very much the same manner that scientific agriculture is taught in agricultural schools and on model farms. The laws of chemistry are not more necessary to be understood; in the one case, than the laws of mind are, in the other. The teacher must not only possess the knowledge he is required to impart, but must also know the best methods, taught us by experience, of conveying that information to young and reluctant minds. The object of Normal Schools is to afford this preparation, and render the young teacher familiar with those minute processes and practical suggestions, by which the greatest amount of instruction may be imparted to the pupil, at the smallest cost of time and labor. That such institutions are well adapted to accomplish this object, is attested by the number already established in other portions of our country.

The Normal Schools which we believe to be most needed in North Carolina are such as shall strictly correspond to the existing system of common schools. They should be restricted to the rigid training of common school teachers, leaving to other institutions the work of preparing young men for more elevated walks of the profession. Such schools should make no provision for instruction in a regular academical course, but be devoted to the more humble, tho' not less useful task, of exhibiting to their students the most approved methods of acquiring and imparting a thorough knowledge of the elementary branches of education. To read well, to write well, and to cipher well, are the fundamentals of education, and a defect in these elements vitiates the most

varied scholarship, and humbles the proudest literary pretensions. As the tree is nourished at the roots, learning of the loftiest character depends essentially upon a thorough rudimental knowledge. The office of a Normal School is a noble one, in view of its bearing upon all subsequent acquirements. By laying the foundation of the teacher's knowledge, deep and strong, it guarantees for his future labors, not only a gratifying success in elementary instruction, but brighter prospects of eminence in the profession.

Let us suppose one or two such schools established, in connection with our system of common schools, and altogether distinct from any of our colleges. Let there be a single teacher employed, in each school, of large experience, of thorough scholarship, and a mind well disciplined in the rules and principles of his art. Let his instructions be accessible to such respectable young men, resident in the State, as may desire to devote themselves permanently to the business of teaching in our own common schools; and let the course be free to all who may not possess the means necessary to procure tuition elsewhere. This course should be limited strictly to elementary instruction, and the certificates issued at the termination should exhibit thorough qualification for the duties of a common school instructor. Suppose the question settled, and such a school already in operation; we ask whether North Carolina would have any reason to regret its establishment, or to complain of the expenditure occasioned by it? The people are now taxed for common schools. Would not an institution, which would furnish them with trained instructors, more than compensate them for the



small increase of taxation requisite to sustain it? There can be no question of it. Every enlightened man will perceive at once, that it is cheaper to pay liberally for a good article, than to put up with an inferior one at a lower price.

We must not be understood as wishing to disparage the well-known merits of many of our own teachers. They are no doubt as faithful and respectable a body of men as any that ever labored under such cruel disadvantages. The lives of many of them are a heroic struggle against the frowns of adversity and the tyranny of old abuses. It is in behalf of such men, that we plead for an early completion of our common school system. Normal Schools are essential to this completion. Then, and not till then, will the position of a teacher, in our State, be such as it ought to be.

The last appeal we would make is to the State pride of our people. We call upon them to copy no doubtful example, but to profit by the experience of other States, as well as European governments, and provide, for the teaching industry of the commonwealth, institutions of incalculable importance and utility. There is no true glory in being the hindmost in such a march as this. The proudest position is in the front rank of those States which provide, most liberally and wisely, for the improvement and elevation of the people.

J. A. W.

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It is a curious fact in the grammar of politics, that when statesmen get into place they often become oblivious of their antecedents, but are seldom forgetful of their relatives.

**AN INFANT SCHOLAR TEACHING HER MOTHER.**—In a Sabbath School in N——, Conn., there was an infant class of colored children, under the instruction of a pious young lady who loved to do good. One little girl in this class, was taught her letters and to read in the Bible, in three months, so that she would commit three verses a week for her Sabbath lesson.

After having recited just *three* verses for several Sabbaths, the teacher told her, one day, that she must try to get as many verses as she could. The little girl said she could not get more than three verses as she had so much to do. When asked what she had to do? she replied, "I have to take care of the babe, and *teach my mother to read.*"

Miss T——, her teacher, was so much interested in this reply, that she resolved to visit the mother, that she might ascertain the particulars of this singular case. On making a visit, she learned that this mother, who, previous to the instruction she had received from her little child, could not even say her letters, had been taught by that child, so that then she could spell in words of one syllable.

Miss T——, finding the mother but poorly clad, kindly made arrangements to furnish her with clothes so that she could attend public worship on the Sabbath; and that mother, through the diligence and filial love of her little daughter, and the benevolence of Miss T——, is now enjoying, Sabbath after Sabbath, the privilege of Bible class instruction.

How small a child can do good! How rich the reward that teacher is receiving for all her patient toilings and self-denials to teach that little one to read.—*S. S. Visitor.*



## ENGLISH GRAMMAR.

BY DELIA WIGHT JONES.

(CONCLUDED.)

The most learned of all the Grammarians is Dr. Syntax, whose talents are of a high order, and whose capacity has a wide range. Having no family of his own, he has devoted himself to his Nephews and Nieces, the parts of Speech; he invites them to his apartments, spends a great deal of time in educating them, and for their recreation after their individual studies, has invented various amusements. One of the first of these is called *Sentences*, and has been considered a very sensible diversion. It is well known elsewhere than in his immediate family, having been in vogue among scholars of all ages, and deemed worthy the attention of persons of ripe intellect and great attainments. It is constantly carried on in a very interesting manner, by Lawyers, Ministers, and public speakers generally, when it becomes a part of, or an aid to Oratory. It engages the attention of writers, and is then merged in Rhetoric. It is equally adapted to grave and gay subject, serious and comic.

When the family of Etymology was small, and consisted only of Article, Noun, and Verb, Syntax first devised this game, and for a long time it was played by these alone, and was called *Simple Sentences*; but as the family increased in numbers, he introduced upon the original plan, parts for the others, until now, he believes it to be complete. There are some fixed laws of the game that prevent misunderstanding, whenever the position of the players is varied; for instance, the relation of Noun and Pronoun to other Parts of

speech in the sentence is called *Case*, and there are four positions that they may take; the *Nominative*, in which they govern, lead or control;—*Possessive*, wherein some peculiar property or ownership is attributed to them;—*Objective*, when either Verb or Preposition exercises authority or government over them; and *Independent*, when they neither influence nor are influenced by any other individual.

Noun, Pronoun, and Verb have what is called *Person* and *Number*. The person required to do the speaking, is called the *first* person; the one whom he addresses, is termed the *second*, and the *third* person may, or may not be in the game, for he is merely spoken of. When only one person speaks or performs a part, he is called *singular*, and *plural* applies to any number who may be acting together.

When Noun takes the part called the Nominative, Verb is compelled to agree with him, but if either Noun or Pronoun takes the Objective, Verb has the ascendancy, unless he does not care to exercise the authority himself, when he passes it over to Preposition. Dr. Syntax lays great stress upon the observance of these few rules, which relate to the persons he calls his principal characters, viz: Noun and Verb.

There are various other rules regulating other games. The *Exclamatory* and *Interrogative* sentences are very often played with much effect among others.

But, by far the most ingenious and elaborate game, is called *Compound sentences*. It is sometimes



a collection of Simple Sentences played in different ways, and explained to each other by Conjunction. Sometimes Adverb introduces a part, sometimes Verb partakes, or Pronoun, and their several parts take the name of *Adverbial*, *Participial* and *Relative Clauses*. Nothing affords such intense satisfaction to Dr. Syntax as to have studied out some new mode of arranging his games; but to find a fault in the arrangement of some other person excites his hottest anger. Besides the regular games, Phrases and Sentences, he has taught them some *figures*, that give variety, and produce a good effect. One is called *Ellipsis*, where one party necessary for the perfect understanding of the game is left out, and the game carried on without him, i.e. the remaining parts being expected to remember the one omitted, and not encroach upon his privileges. *Pleonasm* is another form, where more than are needed are introduced and required to find for themselves parts, that shall not interfere with those already there. In *Enallage*, one person supplies the place, and performs the part of another. *Hyperbaton* is another figure, but is not much played unless Prosody is there; it consists in putting some characters in the place of others, or rather of misplacing several who play a complete part.

Prosody frequently lends his aid for their pleasure. He teaches them to sing during their sports, and has a form of arranging them in certain parts or numbers that he calls Poetry, which is not as easily learned, by the generality of people, as the Prose game; though there is scarce an aspiring school boy, or a sentimental girl in all the land, but has attempted it. The Parts of Speech make some blundering work at it often times, although they

may play Simple and even Compound sentences correctly. They violate all laws of Harmony and Rythm, as well as the rules of Dr. Syntax's games, in their attempts at setting it to music. Faults in the game Poetry, are sometimes occasioned by lack of ideas, i. e., a clear understanding of the subject, and sometimes by want of proper language. Prosody allows them some freedom both in thoughts and expression in this game, which he calls a *Poetic License*. He has moreover induced Etymology to allow some privileges under the names Aphæresis, Syncope, Apocope, Prosthesis &c., which enable the players to adapt themselves more readily to the peculiarities of the game. In order to show what license they have, Etymology has given to the three first an emblem or sign called Apostrophe. In Aphæresis they wear it in front, in Apocope at the back, and in Syncope, around the waist.

When well performed, this game is greatly admired and produces a fine effect. It is so seldom well-understood that comparatively few persons are at all noted for their success in it, but there have been some very celebrated players among different nations; one among the old Greeks was called Homer; in Italy was one Virgil; in England, Milton, Shakspeare, Byron and a host of others. Now-a-days, though many affect a knowledge of Poetry, and imagine themselves competent to attempt it, there are, in reality, very few, who, though their "numbers" may be "musical," have any originality in their plan, or who spend any actual thought upon it.

The apartments of Dr. Syntax are daily the rendezvous of a very literary circle, who offer, for examination, Essays, Sermons, Let-



ters, Books, and Poems, on various subjects, all of which are thoroughly reviewed and criticized by Dr. Syntax, with suggestions from any of the Parts of Speech, who consider their rights infringed upon in these records of their game sentences. Prosody, in these examinations, corrects the punctuation, and regulates the accentuation. He also, closely observes the dress and style of authors, but particularly Poets, and, strange as it may seem, he even *scans* the poet's *feet*,—a liberty he does not attempt with the players of Prose games. These criticisms are carried on for the mutual benefit of the assembled company, but many are so opinionated as to prefer their own prejudices to the correct views of Syntax; they, therefore, allow conventional and sectional phrases to mar their Sentences. In these examinations, Orthography, is not forgotten; he is at hand to look over the manuscript descriptions, and to observe any deficiencies or redundancy in letters, this being a point that touches the honor of *his* family, and tells upon the early teaching of the writers, for whose childish memory he yet has a lingering affection. Orthography is extremely annoyed at the liberty Etymology has taken in allowing license in the Poetic game, for new modes of spelling—the plain, old fashioned style pleasing him better than any other. In consequence of the carelessness of some authors, and their inattention to the laws laid down by Syntax and Prosody for their government in playing, many glaring inaccuracies creep into the printed records of this Literary family, to the extreme mortification of those learned gentlemen.

Sometimes, by way of burlesque and recreation, they consent together to play all the parts with a

different signification from the apparent one, and seem to be excessively amused by the Kaleidoscope effect of this “comedy of errors.” This is often the joking exterior for some serious lesson and has deep meaning, but at other times, the wit of the joke is clear to every one, and there is no double meaning attached to it.

I have remarked that differences arise from the association with ignorant and unrefined people. One frequent mistake is the introduction of conjunction into their sports more frequently than he is wished for. Another is, bringing Preposition into a sentence game *after* those of whom she has the government, instead of before them, in a respectful manner; not observing the qualities of number and person that are given to Noun and Verb, and thereby producing difficulty between them. A very common mistake in the game, is occasioned by giving the place of Adverb to Adjective, which compels him to exert an influence on Verb, which forever is a source of annoyance to Verb as well as Adverb. Again, Pronoun sometimes occupies such a place as to make it a matter of doubt, to whom she refers in speaking, and the fact she wishes to communicate is therefore ambiguous; or Adverb is introduced in such a manner as to place too great a distance between herself and Verb, while their inclination would bring them nearer together.

Many other instances might be cited, wherein unfortunate difficulties have arisen from a false notion of the relation and sentiments of the various Parts of Speech. A close study of the individual characteristics of the members of the Grammar family will ever result in satisfaction and never fail to benefit that person who seeks their society.



Difficulties of no small number attend the formation of this acquaintance, but the reserve of each one, (which is the chief trouble in becoming familiar with them), gives way before the advances of an earnest heart.

English Grammar has hitherto worn a face of great formality and incomprehensibility to young people, but in these times, since the days of Lindley Murray, whose portrait of the family is formal and

uninteresting, though true in all its relations, the stern features have relaxed a little—the general reserve is wearing away, and most fervently I hope, that soon, from the old lady herself to the most common place descendant of her family, there may be a perfect understanding, and readily accepted friendship, with all who seek their acquaintance.

### RANDOM THOUGHTS.

The stand which North-Carolina has taken on the subject of education and especially of Common Schools, must be gratifying to every enlightened patriot, and is destined to give her a proud position among the States of the Union. Her University is a noble institution and is far ahead of any thing in the surrounding States, except, *perhaps*, that of Virginia. We say *perhaps*, for we doubt whether their University is superior to ours in any thing more than numbers. Our colleges, male and female, are not surpassed, if equalled, by any other institutions of the same grade in the South; and our Common Schools, by the efforts of our very competent and indefatigable Superintendent, have attained so much system and efficiency, that other States are looking to us for example and instruction. Then, the establishment of a School Journal, under such favorable auspices, is at once an evidence of our past success and a pledge for our increasing improvement.

In whatever concerns the honor and the welfare of my native State, I claim to have as much zeal as any other man and to take as deep

an interest in her intellectual and moral culture. With such feelings, I send you a few random thoughts on certain modes of teaching and certain things to be taught in our Common Schools. If you think them worthy of an insertion in your Journal, they are at your service, if not, give them to the winds.

With comparatively little experience and less skill in the science or the art of teaching, I write with the view, not of giving, but of receiving instruction. Whether my crude and immature thoughts are sound or unsound, they will, at least, give a little more variety to your Magazine, and by exciting inquiry, may become the means of eliciting truth.

It is admitted that the main object of education is to discipline and invigorate the mind, which can be done only by training it to habits of close investigation and accurate thinking. In order to that, the first thing necessary is *thoroughness* in the instructions given; and the next is, a regular increase in the difficulties to be encountered from day to day. The text books should not be made too simple, nor should the teacher give more ex-



planation than will keep the pupils in good heart and stimulate them to still greater and more cheerful efforts in the way of progress. Most of our children's books are too childish and are better calculated to keep them children than to make them men and women. A boy, twelve years old and of ordinary capacity, whether, he has known any thing of the science before or not, should be put at once into Emmerson's third Part; and, if that is done with thorough explanation of principles on the part of the teacher, for a few days, he will have made better progress and will understand more about Arithmetic, at the end of a year, than if he had spent that time in the first and Second Parts. At least such has been my experience in relation to most of those who have come under my tuition, and I may say, with every one who could be made to understand Arithmetic at all.

Two or three years ago, though not engaged in teaching at the time, I took a lad in his fourteenth year, for a few weeks, at the urgent request of his father. He had been at the free schools five winters and had gone more than once, two or three times, he said, through Pike's or Smiley's Arithmetic; but it was nearly lost time; for I found that he had no idea of the power of numbers nor of the principles condensed in the rules, and could not perform the simplest operation in fractions, or even in compound numbers, if it was not in his book. I put him in Emmerson's third part and in two or three days he became effectually discouraged. He came next morning with Emmerson's second part in his hand and told me his father said I must put him in that; for the other was too hard. I replied, rather crustily, that it was

my place to say what books he should use; and, if he did not chose to be directed by me, as I had taken him only for his accommodation, he might go somewhere else. This "dum founded" him and he looked dejected; I spoke to him then more kindly and encouraged him to persevere, promising to aid him for a time and assuring him that if he would do so, he would be glad before he left, that he had not been allowed to change his book. He was prevailed on to try it, and for about two days I gave him the best explanations I could, when he began to see into it, and soon became delighted with the study. Thence forward he progressed as finely as any boy I ever knew, and regretted much that he had to leave.

His father says now, that those few weeks did his son more good than all the schooling he had ever got, because he was then taught to rely upon himself, and to exercise his powers successfully. Both father and son seem glad that there was such a book as Emmerson's third part and that the latter was not allowed to exchange it for another.

The greater the difficulty the better for the pupil, if, with due assistance, he can fairly master it and thus be encouraged resolutely to encounter others, of still greater magnitude.

Some eighteen months ago, a young man, who was over twenty one, came with a request that I would teach him Grammar and Arithmetic; and to ensure success if possible, his father came along. I yielded to entreaty and agreed to take him for a few weeks. He had gone two or three times over Davies' Arithmetic and was supposed to be quite a proficient in the science. After directing him



to get Emerson's third Part. I did not think it necessary, at his age and advancement, to start him at the first, but turned him in upon *Fractions*. At the first recitation in Decimals, I asked him to multiply fifty cents, as the fraction of a dollar, into itself; and he did so—"What is the product?" "Twenty-five hundred"—"Twenty-five hundred—What?" "Why, twenty-five hundred cents, or twenty-five dollars"—"Ah! I would not like to have you count money for me, unless you had it to pay."—"Aye no. I reckon it is two dollars and fifty cents." "Well, that is a little better than the other; but still I would not be willing to take you for my accountant." "Not! I'm sure it must be more than twenty-five cents." "What part of a dollar is fifty cents?" "One half." "Now take the vulgar fraction,  $\frac{1}{2}$ , and multiply it by itself." He did. "What is the product?" "One fourth," "Are not all fractions essentially the same in their nature? and how do you get only a fourth in one case and more in the other?" Still it seemed to him incomprehensible. I then made him multiply five *dimes* by itself; and the result was more mysterious than ever; nor could he comprehend it, until I made him multiply five dollars and fifty cents by itself, when it seemed to open before his mind like a flash and thenceforward he went ahead. He had learned to work out these by rule; but had not understood the principle. These are only two out of many cases that have come under my notice and they show the evils of superficial instruction.

That all classes, men and women, should be well acquainted with their native language, will hardly be questioned; and its importance seems to be more and more appre-

ciated by the community at large; but the instruction in that branch, I apprehend, is more superficial than in Arithmetic, at least in four fifths of our schools. It should not be made, merely nor chiefly an exercise of memory, nor should pupils be kept going over and over, committing the parts of speech and the rules of Syntax, correcting the specimens of false syntax given in the Grammar and applying these rules in plain, simple prose. They should be required to parse every word in the rule and the most difficult things in the recitation. We must not make too much allowance for their age and incapacity, but take a course with them, *ab initio*, which is calculated to make them acquainted with the nature and power of language.

A goodly number, of both sexes and from twelve to twenty years of age, have come to me for a short time and mostly with a view to prepare themselves better for teaching. In a majority, if not nine-tenths of such cases, my services have been without fee or reward, and often I have both amused and gratified myself, by experimenting on their ability to comprehend things that were a little abstruse and difficult. In four-fifths of them, though of different ages and attainments, I have seen the countenance brighten and the eyes sparkle when asking, and, after allowing them time to answer if they could, answering for them, philosophical, a string of such questions as the following: What is language, or what purpose does it answer? What is the difference between vowels and consonants? Why are vowels called *inarticulate*, and consonants *articulate* sounds? Have beasts and birds any language? What is the great difference between our language and theirs? How did



we get this articulate language? Can you think without words? Try it, &c. A pleasurable impulse seemed to be thus given to their minds and their progress was much better than it would otherwise have been; for they began to see that there were things of more interest than dry forms and rules, that might be learned.

We take it for granted that Geography is not overlooked; and that there is, or ought to be and must be, in every school, a good compend of general history, which should be thoroughly studied. But there are other things which, in the view of the writer, are indispensable and which, so far as he knows, have not yet been taken into serious consideration.

This is an age of progress beyond any thing hitherto known, and the means and facilities of an ever increasing advancement are amply within the reach of all. The pursuits of life, in their diversified forms and interests, keep pace with each other; but three-fourths of the community must necessarily be engaged in agriculture. Every one feels himself as free as an Arab of the desert and may follow his inclinations or his conscience. He may engage in the cultivation of the soil, in some one of the mechanical or fine arts, in merchandise, or in literary pursuits, according to his taste, his means and his ability; but the government of the country—with its free institutions and its multifarious interests, so immensely valuable to countless millions, born and unborn, here and in other lands—will soon rest upon the shoulders of those who are now in our common schools; and they ought to be well prepared to meet their responsibilities.

As every thing depends upon Agriculture, it is of fundamental

importance; and whatever is necessary to its improvement cannot be neglected in a course of common education; but without some scientific knowledge to guide the efforts and the spirit of enterprise, which are slowly, yet steadily on the increase,—improvement in this great occupation of life must be slow. In every pursuit of life, a man must rely mainly on himself,—his ingenuity, industry and enterprise; but the *data*, the principles and means, must be furnished from some source or other. A well written work on Agricultural chemistry, adapted to common schools in the South, is a *desideratum*. The writer is not aware that such a work has been published any where, certainly not South of Mason and Dixon's line; and some of our scientific men, who have leisure and are also practical farmers, could not employ their time more profitably, or render a greater service to the cause of elementary education, than by preparing a small work of the kind, which should be simple in style, illustrated by experiments and adapted to our Southern climate. Boys who have only entered their teens, can be made to comprehend this subject and to take an interest in it, for they will practice in the Summer what they learn in the Winter.

We hear much about *model schools* and *model farms*; but every school in the land ought to be, or aim to be, a model school, and every farm a model farm. True, every thing must have a beginning and somebody must lead the way; but here, pride and interest combine to quicken the energies, at least of all who are *directly* concerned, and to impel them forward in a course of unwearying and persevering effort.

There are, however, other



branches which should be well and generally understood in order to render the fruits of industry secure and afford the necessary encouragement. In a free country, like ours, there are some things which are necessary to be known, through all the gradations of society, if the peace of society and the stability of our free institutions are to be maintained, but which would be of little or no value, under an absolute monarchy.

As all have a share, directly or indirectly, in the making of the laws and in the administration of the government, it seems to be of vital importance that every man, before he assumes the responsibilities of a citizen, should have been well instructed in the great principles of constitutional law and be able to perceive when his rights are invaded or in danger.

The work of Judge Story on the Constitution is valuable and might answer our purpose; but I would like to see one prepared just for the most advanced classes in our common schools, by some of our ablest Jurists, or Statesmen, or both together. Boys in the higher or more advanced classes, can be made to take a lively interest in this or any other science, provided the teacher is thoroughly acquainted with what he undertakes to teach and has the tact for imparting instruction, which is always necessary to his success as a teacher. Such a work as the one we have suggested would be creditable to the author, and highly useful to the community; and, if it were furnished now, the next generation would all stand up in their place, ready to assume their responsibilities and discharge their duties, as the citizens of the freest government on earth, and in the conscious digni-

ty, firmness and assurance of freemen.

Kindred to the above is that of **POLITICAL ECONOMY**; and a work on this subject, adapted to the capacity and circumstances of our youth, while training for the privileges of citizenship in manhood, seems indispensable. They should distinctly understand, before they enter on the active and responsible duties of life, what really constitutes *capital* and how it may be economized and employed to the best advantage. Many of our common farmers may sneer at such a suggestion, or look and feel utterly incredulous; but if it is the part of wisdom, to avail ourselves of the experience and observations of other people, in other pursuits, why not here? It has, in all ages, occupied the profound attention of the wisest and best, the most learned, talented and patriotic men, and, surely the liberal contributions, which such men have made to the stock of our useful and available knowledge, ought not to be utterly overlooked, or left to the liberally educated few. The work of Dr. Wayland on this subject is very valuable, and might be used with great advantage in our schools; but still, as in the other cases, we would like to see one prepared by our own men and for our own sons. It might be written by any one, who was competent to the task, in whatever occupation he might be engaged and whatever might be his creed in politics or religion.

These remarks, so desultory and immature, have not been addressed to any one class of the community; for, on the subject of education, teachers, parents and all good citizens are mutually and perhaps equally concerned. I have only made suggestions and hope that others will improve upon them, be-



cause my object has been, not so much to give as to receive information. I have said nothing about the moral and religious instruction given in our schools; for that is not so tangible, at least, to an out-

sider. It must depend very much on circumstances and will vary in different places, according to the spirit of the teacher and the character of the community in which he is employed. E. W. C.

## ADJECTIVES AND PARTICIPLES TAKEN INVERSELY.

The inverse acceptance of adjectives and participles, for both are used in the same manner, has scarcely been noticed by any grammarian excepting Dr. Hunter, of St. Andrews; yet the principle is of great extent in language. In order to explain it we shall produce a few examples, which on any other principle it is impossible to understand.

Livy, speaking of the abolition of the regal authority at Rome, says, *Regnatum est Romæ ab Urbe Condita ad Liberatum, annos ducentos quadraginta quatuor*, "Monarchy subsisted at Rome (not from the city built, which would convey no meaning, but) from the building of the city to its deliverance." Both the participles, *condita* and *liberatam* are here used inversely; that is, the abstract substantives contained in *condita* and *liberatam* are modified or restricted by the substantives *urbe* and *urbem*, with which they unite. \* \* \* It were easy to produce many more examples of adjectives taken inversely; but this may suffice to illustrate the general principle, and to show, that without attending to it, it is impossible to understand the ancient authors.

We shall produce one instance of it from Shakespeare, to evince that it is not confined to the ancient languages, though in these it

is certainly more frequent than in the modern :

Freeze, freeze, thou bitter sky,  
Thou canst not bite so high  
As benefits forgot :  
Though thou the waters warp,  
Thy sting is not so sharp  
As friends remembered not.

Here it is evident that the adjective *forgot* is taken inversely; for it is not a benefit, but the *forgetting* of a benefit, which bites more than a bitter sky; and therefore in this passage, the adjective serves not to modify the noun, but the noun *benefits* is employed to modify the abstract substantive contained in the adjective *forgot*, which is the subject of the proposition, and the principle word in the sentence.—*Ency. Brit. Art. Grammar* p. 774.

Knowledge may slumber in the memory, but it never dies; it is like the dormouse in the ivied tower, that sleeps while winter lasts, but wakes with the warm breath of spring.

Nothing elevates us so much as the presence of a spirit similar, yet superior to our own.



## EDUCATION NECESSARY TO THE PRESERVATION OF LIBERTY.

How is this liberty of ours, which we see every day exposed more and more to peril, even from hands that should carry its weapons of defence, to be preserved and perpetuated? We have an abiding confidence in God, that, if we show ourselves worthy of it, He will preserve it both to us and to our children's children.

If he has indeed appointed this continent as the scene of man's political regeneration and escape from the oppression of the old world, He will take it into his keeping, and by his good providence preserve it, for ages to come. But this providential care implies effort on our part, and a readiness to execute his will, as He manifests it from time to time.

Foremost among those agencies which He prizes above all else, and which his providence clearly indicates as both desirable and necessary for the race, are the cultivation of virtue and the diffusion of knowledge. Nor will any one deny that the most essential safeguard of a free State is the liberal education of her youth. Not that education which merely implies intelligence,—for Prussia is educated, yet her sons have yet to taste the purest and best delights of a free State,—but that broad and thorough culture which takes into its scope of instruction the whole faculties of the man, develops and directs them in such a manner as enamors him of liberty, constitutes him a devoted disciple, attaches him and all his powers to her service, and makes him even more eager for the perpetuity of the State, than were his ancestors before him.

This sort of culture, and this alone, will secure this result. It implies, not only an intellectual, but a moral culture, such as makes the man acquainted, not only with, his duties towards his fellow-man, but informs him also of his relations to that God, from whom the principles of his government have been derived, as well as the rules which subject him to its sway.

A superficial education is the very bane and curse of a self-governed State, and modern developments seem to indicate that this has already become an impending calamity with us. Our Universities, as compared with those of Europe, or with what the universities of a free republic should be, are but grammar-schools, and fields of preparation for what should come thereafter.

In most of our colleges, the close of the senior year completes the education of the man, and he is then turned out as a teacher and a man of opinion among those with whom he dwells. With a few unsettled ideas on morals and religion (the most important of all subjects) gleaned for the most part from the barren fields of natural theology; a smattering of the sciences, which in his hands exposes them to a shameful perversion and prostitution of the truth, instead of rendering them great co-adjutors in its advancement; and with a mere school-boy acquaintance with the classics, he arrogates to himself the wisdom and infallibility of the philosopher. Yet his education is in fact, only the acquisition of that "little knowledge," which the poet wisely classifies among the most



‘dangerous’ of possessions.

Hence *superficiality* in scholarly attainments is becoming, if it has not already become, one of the striking characteristics of this country. The first fruits of our modern, steam-driving, ten-hour systems of education are beginning to appear, in an avowed, wide-spreading scepticism, both in reference to religion and political liberty; in those spiritual humbug manifestations, which await only the electric spark of true science to vanish into thin air; in the secret mode of making learning easy by inducting a pupil into a score of different languages and sciences, in as many different lessons; in the degrading and barbarous rites and practices of Mormonism, which already stain one territory; in a misguided and unheroic crusade after what is styled “*Woman’s Rights*,” but what, if faithfully designated, should be named, “*Woman’s Wrongs* ;” in the hundred and thousand advocates of wild agrarianism, with its contempt of both law and religion, and its utter disregard of those sacred bonds which, in the married and parental relation, afford to society its greatest security; and in that rampant spirit of selfish gratification which seems to be unloosening the very bonds that hold us together as a community. I can trace these fearful evils to no cause so readily as the one I have named; yet, if this state of superficial cultivation is to exist anywhere, it should not be found in the United States; for nowhere else has there been such ample provision for popular education as with us.

There seems to have been early lodged in the genius of American institutions a decided tendency toward educational establishments. The early pilgrims founded first the church, then the grammar-school,

and after that the colleges, most of which still stand as memorial evidences of their convictions of what the country most needed.

The United States Congress has in several instances granted, in its broad acres to the new-born States, noble endowments for public schools and universities; and both State and individual enterprise have been lavish in rearing these nurseries of learning throughout the land. As yet, however, they are only the seed sown; we shall look for the fruit hereafter.

Yet, with all these educational facilities, we know that the country is not being educated, in that thorough and high degree requisite to its future well being.

With all our free schools in our cities, how many parents are there, in each district, who do not send their children thither! How many agencies of a hostile character are busy for their overthrow, or the curtailment of their beneficent influence! How many are there who prefer that the youth of the day should throng the gutters and secret places of crime, rather than receive the free gift of knowledge as it is offered on every corner.

How many too, from whom we should expect better things, are willing that this cloud of mental darkness should obscure a whole generation, rather than they should be exposed to a fancied violation of their constitutional rights, by the possible reception of some Biblical precepts, or moral sentiment, supposed to be lodged in the reader or arithmetic! Unless their children can receive a one-sided education either strictly sectarian or entirely exclusive of moral training, they prefer that they should remain students of ignorance until they graduate adepts in crime. Rather than confer a corps of schol-



ars on the nation, they would impose on it a regiment of criminals; rather than bless, they prefer to curse the Republic under whose maternal protection both they and their children so happily and so securely dwell. But if we are correct in asserting that the State has the right of self-protection, then we have demonstrated that no such negative right as that claimed can exist.

If the State enjoys the right and is in duty bound to educate her sons for her own preservation, it follows as a matter of course that she also has the right to remove all that interferes or opposes itself to the exercise of that right. If the State is injured by the rearing of immoral and lawless citizens, she has a right to protect herself against the evil; not alone by prison bars and the hangman's cord, but by striking at the root of the evil and adopting preventive measures. The only effective way to stop the streams of pollution is to close and seal up the fountains whence they flow. The only way to protect children from barbarism and vice is to furnish them the blessings of religious instruction and the elements of knowledge; and this says Webster, "*our country stands pledged, by the faith which it has plighted to all its citizens, to do.*"

*Am. Jour. Ed.*

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**PARENTAL INSTRUCTION.**—Nothing, I would suppose, requires more patience, forbearance, and command of temper, than the education of children. Those mothers who have undertaken the arduous employment, will find incessant opportunities for the exercise of every Christian grace, and will have daily tests by which they

may prove whether the corruptions of their heart are gaining greater or less ascendancy. When we consider the benefit likely to arise to a child from the instruction of his Christian mother; when we consider how frequently the toil of elementary tuition is rewarded by seeing the young intellect expand—by watching the impression made by what is for the first time communicated to the anxious listener—by hearing questions proposed which are proofs of the first exercise of their reasoning powers; when we listen to the simple and often beautiful observations—the native thoughts that flow from the wondering mind of the infant pupil; when we see the undoubting credence with which our communications are received, and the eagerness with which an increase of knowledge is sought for; shall we shrink from the sometimes delightful task, and commit to other hands, at least for the first few years of their lives, the important charge with which God has entrusted us?

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**WHEN DOES EDUCATION COMMENCE?**—Education does not commence with the alphabet. It begins with a mother's look; with a father's nod of approbation, or his sign of reproof; with a sister's gentle pressure of the hand, or a brother's noble act of forbearance; with a handful of flowers in green and daisy meadows; with bird's nest admired, but not touched; with pleasant walks in shady lanes; and with thoughts directed, in sweet and kindly tones and words, to nature, to beauty, to acts of benevolence, to deeds of virtue, and to the source of all good—to God himself!—*Blackwood.*



## THE TEACHER.

*A Lecture to the Normal Classes of the Academy and Female Seminary at Wilson, N. C.*

By EDWARD P. STONE, *Associate Principal of the Female Seminary.*

If we would be teachers we must first be scholars. It would take more than a lecture to tell how much knowledge, and what kind of scholarship are necessary for a good teacher of any school; and to say what strength, discipline and furniture of mind would belong to a perfect teacher, would be too much for mortal tongue or finite thought.

I. It seems almost superfluous to say that *knowledge* is indispensable to a teacher,—at least,

1. A knowledge of the branches which he professes to teach; for how can he teach what he does not know? Yet I fear that a great majority of those who are called teachers have not this knowledge. I do not mean that one's memory must hold all the facts and details of the various branches—though the more of these it can retain the better—but if he is ignorant of the principles upon which these depend and by which they are explained he is no teacher. The most extensive and minute acquaintance with the details of a science, and great expertness in its practical application will not make him a teacher of it, without this knowledge of principles. In music, for example, one may be an excellent performer, and have a thousand tunes by heart, and yet not be a teacher of music, or understand it. So in mathematics, one may be very expert in performing the examples—in arithmetic or algebra, for instance—and repeat the words of the book correctly, yet if he cannot deduce and demonstrate the rules

and theorems—make his own rules and prove them to be right,—he is not a mathematician; far less a teacher. So with moral, mental and natural science. Even in history and geography, facts will not suffice without philosophy. The same rule applies to the study of language, including grammar, rhetoric and elocution. What is termed the “Natural Method” of studying a language is very popular. This consists in committing to memory the words and phrases of the language, as a child gets his first knowledge of his vernacular. There are thousands of words in every language and these by endless permutations become millions of phrases; and supposing it possible for one to commit all these, he would, even then, have no correct knowledge of their use and meaning until he had learned the grammar of the language. Every one practices this method with his native tongue almost constantly during his whole life, and yet only so far as he gains a distinct knowledge of the principles of the language does he learn to use it correctly, or with any clear perception of the true meaning and power of the words he speaks. The only right way to learn a language is, like Luther and Kossuth, to make the grammar the foundation. But, many learn the words and forms of grammar, and go no deeper; they rattle the shell without cracking the nut. Our present system of English grammar, with its borrowed forms and technicalities, re-



miuds me of the fabulous menagerie of the skies by which we learn astronomy,—convenient enough if one will think of stars instead of beasts. The real astronomer, when he speaks of Ursa Major, does not mean a bear, but a constellation; and he can talk of the cynosura without so much as thinking of a dog's tail. A knowledge of principles is indispensable in any branch, and a knowledge of details very important; as also the skill in application, which results from long and recent practice. It follows, then, that no one ought to teach a common school who has not been thoroughly trained in the studies of your Normal Course, the commonschool studies, even though he be an excellent scholar in the higher branches. Would you employ for a physician one who had never studied medicine? It would be very unwise to do so, even though he were a great linguist or mathematician. Not only teachers, but every body ought to have this training; for, without a good knowledge of these common, elementary branches, no man or woman is well fitted to discharge the duties of a parent or a citizen, or to live in civilized society; and I hope the good time will come when our school system will be so perfect and our teachers so well qualified that every child will receive this training in the common school.

2. The teacher needs more than this. As a knowledge of *materia medica*, and skill in preparing medicine will not make a physician, without a knowledge of diseases, of the structure and functions of the body, and especially of the healing art, so the teacher needs a knowledge of human nature, of the philosophy of mind, and of the art of educating; for teaching is an art, and a very difficult one too,

though many, even of those who pretend to teach, seem not to know it. They are like a youth who called on an acquaintance of mine to seek employment. He was ready to undertake almost any kind of business, and when the gentleman asked, "Can you read?" "Oh, yes!" said he, "I reckon so—I never tried." But what is still worse, these sham pedagogues do not perceive that they cannot educate, even when they have tried, but go on repeating the farce, proud as an infant babbling at a book, who having no idea what reading is, imagines that he reads as well as any one. I know not how far this disposition in men to seek positions where they can only make a ridiculous failure, for want of qualification, instead of striving to excel in something, is peculiar to republics; but it is certainly degrading many public callings in our own; and the greatest orator, statesman and philosopher of Rome had to reprove it there; in Athens, too, you might have heard the wisest of the Greeks relieve the false conception of some spouting office seeker, some self-nominated candidate, somewhat in this wise: How do you intend to become a ruler? If I could persuade the people to vote for me, I suppose that is all that would be needed. Are you a harper? No, indeed! Why not? Because I have never learned the art. If the citizens should vote you a harper would you not be one? No; for I cannot play, having never learned. But if you should go where harpers go, and dress and walk about like them and the people should address you as a harper, would you not be one then? No; it would be all pretence. Have you ever studied what a ruler ought to do to promote the greatest good of all



the citizens in every respect and in all circumstances? I have not. Have you much skill in the art of ruling, then? I do not know what it is. Do you think it more difficult to play a tune upon a harp than to manage all the affairs of the city? No; and I can not be a ruler; for I do not know how to rule. Then go and learn; and when you have become a ruler—a statesman, perhaps the citizens will vote to employ you.

You know the anecdote of Antisthenes, how he advised the Athenians that asses should be elected horses, and when they accused him of talking nonsense, replied, "Yet even generals are made by you without having learned anything, but simply having been voted for." Those wise philosophers thought that to be qualified was more than to be appointed. Is it not so? If a man should be elected to the chief magistracy of this nation who should be ignorant of its duties, or too weak or wicked to perform them, we should say he was only a nominal, not a real president. He might *be called* president but he would *be* a tool or a tyrant. The quack is not a physician though he be called Doctor, and be very popular. The petty-fogger is not a lawyer though admitted to the bar; and, without a miracle greater than that in Balaam's time, an ignorant and weak minded person, though ordained of men, can not be a real minister of the gospel and preacher of righteousness, a defender and expounder of the truth, "bringing forth out of his treasure things new and old." It may be said that the apostles were not educated. Their lack of early education was miraculously supplied by inspiration and the gift of tongues; and if they did not study theology with the old rabbins, they were trained

a long time for the profession by the only perfect Teacher that ever taught, and had the power of miracles besides, before they were preachers. Men are not born adepts in anything; but it is especially true that one must *become an educator* before he can *be* one. A good bargain can not make one; nor can even a unanimous election.

3. But let him not confine his study to the branches he intends to teach, nor, to those which relate directly to his occupation; for he is also a man, and needs to know what other men know. Besides, all the branches of knowledge are so related that every new study will throw light on the old ones. This will be sufficiently illustrated by referring to your own experience. I think it is true that no being can perfectly understand any one subject, in all its bearings, without a perfect knowledge of all subjects, that is infinite knowledge.

II. But I said the teacher must first be a scholar; and scholarship is more than knowledge. Sound scholarship implies a mind developed, strengthened, disciplined and furnished by the acquisition of knowledge, *and by the proper exercise of every faculty.*

1. Such exercise is found in the study of mathematics, the Latin and Greek languages and metaphysics. Those who have a practical acquaintance with the nature and effects of these studies know their value, but to explain it to others is like attempting to make a blind man who has never seen the light comprehend the principles of optics. It is enough, though, that nearly all the most influential men, and especially the giant intellects, like Newton and Webster, have enjoyed this discipline in their youth, and have made it their frequent resort, in the midst of



their greatest labors, to preserve and increase their strength. These studies are of incalculable value to the teacher aside from their importance as mental gymnasia, but for this purpose, they are without a substitute. Some teachers may accomplish much in the primary schools without the discipline of these studies, but they would accomplish much more with it.

It would not be difficult to prove that, other things being equal, the greatest scholar would be the best teacher—even for an infant school; in other callings the greatest professional skill and knowledge usually belong to those who bring to the study and practice of the profession the best disciplined minds.

If a man with such a mind as Daniel Webster possessed in his prime should determine to devote all his time and energies to the art of educating, and commencing with little children, should lay his own foundation and build upon it from year to year, aiming to make them in every respect as nearly perfect men and women as he could, do you not think he would accomplish more than you or I could?

For very young pupils, at least, females are the best teachers, because of natural adaption; but these female teachers cannot be too well educated. Will the educated mother study or develop the character of her offspring with less interest or success than the ignorant and weak minded mother?

2. Whether it be in forming and directing aright the opening mind and heart of an immortal being, or in guiding and stimulating the action of his maturer powers, the teacher needs a discriminating strong and active mind. If any art or occupation demands by its

importance all the power and wisdom that one can acquire it is this. I do not magnify its importance because I happen to be laboring in this sphere; but, on the contrary, I am trying to be a teacher because I know of no more important or nobler pursuit; and if I were ambitious for earthly fame, I would rather it should be said of me when I am dead that I was an excellent teacher, if I could deserve that distinction, than that I was a great statesman, or a mighty ruler, or a conqueror. Inferior lawyers and politicians sometimes ask a teacher why he throws himself away,—why he does not study law. But Socrates and Plato thought that the art of educating immortals furnished the greatest and noblest study in which the mind of man could be employed; and many of the most profound philosophers and statesmen of England, France and the German States have subscribed to the sentiment; and some of the most distinguished scholars of our own country have repeated it. Perhaps they should except theology; yet these two are very intimately connected. Education, then, is a *very great study*. It is no less important *practically*. I suppose there is not a man now living in any civilized nation who is not a different man for the fact that twenty-three hundred years ago there lived in Greece Socrates, the teacher. Yet he was not an orator, and he never wrote a book, or even compiled one. But he taught and trained such men as Plato, Xenophon, Antisthenes and many others, whose very names are powerful even now. Plato taught Aristotle; and Aristotle was the teacher of Alexander the Great, who said, "that he owed more to him for his teachings than to his own father for his being." It was



that school master's teaching his pupils to think, that waked up those minds from whom sprung the Platonic, Cynic, Peripetetic, Stoic, Epicurean and other great systems of philosophy. The teaching of himself and his pupils has controlled, in a great degree, the philosophy and literature of the world ever since, and these have no less controlled its civilization and political advancement. Socrates knew himself, and governed himself,—drilled and disciplined every power of his body, mind and soul to prompt and active service, and was strong; and in his unostentatious intercourse with youth and fellow men, he wrought upon them like a charm, producing effects great, good, wonderful, and more lasting than the world. And this was greatness, although the vulgar mob may not have found it out and bawled it through the streets.

If common school teachers were qualified for their duties they would exert a greater influence than any other class of men can exert, on all the affairs of this nation. It depends very much upon the schools to decide what the next generation of citizens shall be. Our fathers were influenced by this truth when they planted these schools all over our land.

3. But they did not look far enough. They made no provision for the training of teachers. When the British government determined, about twenty years ago, that the people of Upper Canada should be educated, they sent one of their wise men to examine the common school system of the United States. He reported (in substance) that owing to the indomitable energy of the American people, a good deal was accomplished here with a very poor system; that schools were provided every where and thousands

of persons were employed to keep them, hardly one of whom had any special training or preparation for the business; and most of whom engaged in it temporarily, until they should be fit for something else. If he should repeat his visit now, I think he would report very little progress in some States.

4. To remedy this state of things, teaching ought to be made a profession. In the sense in which I now use the word, there are, at present, only three professions, sometimes called the learned professions; and when we speak of professional men, we mean physicians, lawyers and clergymen.—There ought to be, besides these, the educator's profession. Once when I said that teaching should be made a profession, I was understood to mean that all teachers ought to be called Professors. This was very far from what I did mean; but this abuse of the title is becoming so common that I wish to say a word in reference to it.

The honorable title of Professor is in danger of becoming as cheap as Esq. has become. I sometimes find a "Prof." prefixed to my own name on a letter, and I have sometimes been hailed as "Captain," by a coarse stranger. It was treating me with equal impoliteness in both cases, simply because the titles did not belong to be. In our country, Professor, as a title belongs only to one who has been duly elected and inaugurated or inducted to a professorship in a college or higher seminary in which professorships have been instituted and endowed, and a teacher in any other school, even a collegiate (or collegial) school, has no better claim to the title of Professor than to that of President, and no better claim than the common school teacher has. Foreigners have in-



introduced another use of it to denote a public teacher of music or the fine arts, which is more excusable, because there are no professorships of these branches, and in countries where they most flourish a professor is simply a teacher, but I do not quite approve of it, and if I have ever applied it to any one in this sense I ask his forgiveness. It has still another use; When prefixed to the name of a lecturer on phrenology or spiritualism, it means—*humbug*. It may be objected to what I have said that *the word professor means teacher*. The word *doctor* means teacher; yet it would not be respectful in you to address your teacher as Dr. Richardson, &c., making it a title; and there are many excellent religious teachers, who have no claim to a D.D. But the primary and natural meaning of the word professor is *not* teacher, but *one who professes*, that is, *makes a declaration*.

But a professorship and a profession are very different things. To institute a profession of teaching it would be necessary that the few men and women in the state, who have devoted their lives to the pursuit and have been fitted for it by a long and thorough course of study and training, and whose skill has been tested in practice should form a permanent organization, admitting none as members until, on thorough examination of their qualifications, and actual trial of their of their abilities, the profession has given them a license to teach and commended them to the confidence of the public. In this manner the clerical, legal and medical occupations are constituted professions; and the occupation of the teacher ought to be made a profession in the same way, to secure for it the respect and dignity which of right belong to it, to encourage young

persons to become thoroughly qualified teachers, and to protect the public from imposture; else worthless pretenders are as likely to be popular as good teachers. Quacks and pretenders generally afford great satisfaction to their dupes; and the shallowest schools, as well as streams, often make the most noise, and they send out their pupils puffed up with a comfortable though most disgusting assurance of their own and their teachers' erudition. There would be needed Teachers' Seminaries of the same rank with the medical college, law school and theological seminary, to which students who had acquired sufficient mental discipline in the high schools and colleges, might resort for professional instruction and training; to gain a deeper insight into the branches to be taught and the best methods of teaching them; to study the anatomy, physiology and hygiene of the intellectual and moral powers as well as the body; to learn how to adapt studies to the minds of different pupils; how to read children's thoughts and think and utter children's thoughts themselves, that they may be prepared to teach them to think greater thoughts. It is a great thing to be able to think well and study well; but to teach others to think and study well is a greater. The teacher needs not only knowledge, but the ability to *tell* so as to be perfectly understood by every pupil. It is much easier to talk learnedly and blindly than to speak plainly. But he must learn how to avoid too much telling which is a great fault of most teachers; for education is leading out, not pouring in. He should learn how to train his pupils to tell their thoughts correctly and with clearness, force and elegance, to converse with intelligence and ease, to speak and



write well, saying precisely what they mean, and no more. Here too he should learn how to plan and conduct the business of school so as to economize his own and his pupils' time, and make the most of every moment; and how to solve the various and difficult problems of school government; and attend to many other important branches of the art of educating. Connected with these seminaries there should be model schools of various grades, where the professional student might practice under the eye of the professor. The surgeon who had never seen the dissecting room, or practiced under the direction of a superior, would not dare to perform an operation; or, if he should, I should not choose to have him experiment on me.

Our common school system would also need to be changed, so that teachers might be settled in one place like other professional men. I cannot speak here of all the advantages which would result from making the teacher's relation permanent, and giving him a home, but I commend the subject to your careful study.

5. There are many and great difficulties to be overcome before all this can be accomplished. Old institutions and customs, be they ever so bad, are very hard to change. If we attempt first to bring about a reform by legislative action, prejudice is roused; there is a great excitement about taxes; party demagogues exert themselves to make the proposal appear odious, and then throw the responsibility of advocating it on the opposite party; and nothing is gained, but the case is often rather worse than before. We must begin by establishing normal schools or normal departments in other schools, where the students will, to say

the least, get a better knowledge of the branches they intend to teach, and some idea of the art of teaching. Even this is a work requiring much labor and patience; but it has been accomplished to a considerable extent in a few states. Another thing which ought to be done immediately, is to organize all the real teachers in the state into a profession. But this is no easy matter; for real teachers are scarce; and if a convention were called for the purpose, and all would consent to organize and be examined, it is not improbable that those who, like Socrates and Newton, have learned enough to see how little they know would keep in the back ground; while those who profess to be teachers, but ought to have nothing to do with the teachers' profession,—the kind who have so great confidence in their own natural abilities that they do not feel the need of much education, would put themselves forward and vote each other examiners, and admit almost any one who might desire it. If some should insist upon requiring a more thorough examination and higher qualifications it might result in more than one organization. But something would be gained even then; for it would be an advantage to know to which class a professed teacher belonged. Besides, it might be hoped that the standard of qualifications for membership even of the inferior division would gradually become higher; just as in some ages and in some parts of the world, bodies of men styling themselves preachers and thanking God for their ignorance, have, in a few generations, come to be very proud of a little learning.

I have not yet spoken of the personal character and habits of



the teacher. But this part of the subject must not be forgotten :

Pupils will become to a great extent what their teachers are in this respect. It is a law of our nature that we grow like those with whom we associate. We insensibly acquire even those habits which we dislike in our companions. Upon the young this principle of assimilation operates most powerfully. Room-mates, school-mates, playmates grow rapidly alike. One whom the child thinks his superior soon becomes his pattern, whether he knows it or not. In school the teacher is always "the observed of all observers." Not an expression of his face, not a tone of his voice, but is reflected, dimly or distinctly, by every pupil. If he lacks refinement or goodness, is coarse, slow, indolent, weak, careless, stupid, sensual, selfish, suspicious, vain, fickle, deceitful, cross, passionate, or any thing else that is bad, he will make his pupils so. He can not hastily assume a different character for the schoolroom, though he may gradually improve.

If a man's habits have long been bad, not even the power of religion will so change him in this life, but that their effects will remain to injure him and all his associates ; and unless the teacher, by constant training, and by long habits of watchfulness and self-control, has made whatever is excellent in manners and character natural to himself, he is in great danger of doing more harm by this silent and unconscious influence than all the good he can accomplish by his precepts and training. The teacher, then, needs to be not only a scholar, but a christian gentleman or lady. Beside this, it is quite important that he know how to *teach the principles* of virtue and good manners, leading his pu-

pils to reason about them, and to strive to find the exact straight line between right and wrong, and never to vary from it a hair's breadth. Such variation may seem too trifling to notice ; but it will lead them they know not where. *One may follow the level of this earth, without being sensible at any time that he is changing the position which he calls upright until it is quite inverted, and he stands with his former antipodes without knowing it.*

II. The teacher needs the highest moral as well as mental power which he can possibly attain, to fit him for his great responsibilities, to his pupils ; to their parents ; to society, and to God.

1 If by constant and careful self-control, and by a few years spent in faithful preparation, he can accomplish more good in one year than he otherwise could in many years and do less evil in many years than he would have done in one, is he excusable for neglecting such preparation ? If you should lose your property or your health by one who pretended to be a lawyer or physician, and was not, would you not hold him accountable ? The teacher must have some influence in determining the character and destiny of every pupil. He cannot tell in regard to any one of them, that upon his own ability and faithfulness may not depend the decision of the momentous question whether that pupil shall become a great scholar and a distinguished and useful citizen and lead a happy life, exerting an influence which shall make hundreds of others happy, useful and good, or live and die disgracefully, having ruined many others. His responsibility to his pupils is very great.

2. Though parents, either thro'



ignorance or thoughtlessness of the consequences, often employ the poorest substitute for a teacher, because the price of such is small, still it is true that their children's interests which they commit to him are dearer to them than life; and his small salary is no excuse for not performing all the duties of a teacher. If he should agree to practice medicine for half pay, he should not make that an excuse for hazarding the lives and health of his patients.

3. Schools are the main dependence of civilized society; and common schools are supported from the public treasury; so that those who have charge of them are responsible for a very important public trust.

4. But the teacher's greatest responsibility, and that which includes all others, is best illustrated by the Savior's Parable of the Talents. We are all servants of one Master,—His property, because He made us; and all our time, all our faculties—our powers and opportunities for improving ourselves and others, are His talents which He has intrusted to us to use for Him. In that day when the Master shall come and reckon with us every teacher will see spread out before him the character and history and eternal destiny of all those immortal beings who were once his pupils, and the extent of his influence upon them, and theirs on others, and this influence extending in ever widening circles. Then shall he give account of his stewardship and answer whether he has availed himself of every opportunity within his reach to improve all his powers to their greatest possible extent; and whether he has always used them faithfully in earnest labor to promote the highest interests of every pupil; whether

with so many, and so great opportunities for doing good; he has always done all he could. Who can bear even to think of that awful account! We cannot avoid this dreadful responsibility by refusing to become teachers. The servant who hid his talent, did not avoid his responsibility. Must every one, then, become a school teacher? No;—not, if he can not, or if he can do as much good in any other way. If such is the work of the teacher, and such his responsibility, is it not enough for a life-time, short as life is at best? Then let him give his whole life to it unless God shows him plainly that he is needed more in some other field. Let no one dare to call himself a teacher who is not willing to devote all his time, all his energies, and his whole heart to the teacher's work, that is, *be* a teacher.

Ladies, this subject has a special interest for you.

I. The learned professions are now, for the most part, closed to you. You can not have much to do with them and be ladies. But if education ever becomes a profession, it will open to you a field where, without going one step beyond your proper sphere, you can have perfect equality with man, and all the power and honor which the boldest advocate of woman's rights could demand. It will furnish you a palpable reason for asking and obtaining such an education as men call *liberal* when they appropriate it to themselves.

II. Even now you have bright examples of females who have attained true greatness,—names that will not die: some, like the immortal Mary Lyon, avoiding other relations, lest they might interfere with the great work of their lives; others, adding to the character of teacher the dignity of wife and



mother without diminishing their interest or usefulness in school or home, while their husbands labored to excel in the pulpit, or at the bar, or in some public station, each one stimulated by the thought that his dearest friend had a mind as well as a heart to sympathize with him, and to appreciate whatever excellence he should attain, and that his children would not be educated by a stranger.

And still oftener, two who had all along been seeking the same qualifications and the same employment, striving to become the same thing, a teacher, as if to complete the oneness of that closest, sweetest union which mortals can know, have spent their united life in the same labors, the same interests, and the same thoughts. While other husbands sought the society, sympathy and counsel of their brethren of the same calling, and other wives advised or gossiped with their neighbors, these always found their best counsellors and most congenial company at home.

Young lady, will you not add to the power of woman's heart and woman's instincts the power of a strong and well disciplined mind?

III. 1. Do you fear that it will detract from any of those peculiar charms which are the birthright of woman? I have the best reason to know that studies which test the intellect of a man, may be mastered by a lady without diminishing one iota, but rather increasing and intensifying all that is lovely in woman.

2. Do they tell you that it will make you absent-minded, or "a blue?" The educated lady may bear less resemblance than the ignorant and weak-minded does, to "the fool," whose voice, Solomon tells us, "is known by multitude of words;" for "He that hath

knowledge spareth his words:" but the fool is as often absent minded for want of thought as the wise for much thinking. Not real scholars, but novel readers are dreamy and stupid; and it is the votary of fashion, whose education is made up of empty "accomplishments," and not the lady whose mind knows the discipline of hard study, that soonest tires of home and work.

3. Does it occur to you that your future position in life may be such that you cannot pass your time in the school-room, and that so your preparation would be lost? your position will depend very much upon what you are; and, what ever it may be, this calling would interfere less than any other with home duties. If you had the qualifications of a teacher you would be one whether you had a school or not, as well as one can be a physician or lawyer and not practice. But you would have a school. Every home ought to be a good school, and every mother, every wife, every sister, a teacher in it, having and using all these qualifications; for much—very much needs to be learned at home that will not be learned elsewhere. If you should pass your life alone and never have any influence on any other person in this world, such attainments would not be lost; you yourself would be better for them—a higher, nobler being.

IV. If such distinction, power, usefulness are within your reach, are they not objects worthy of your highest ambition? Is it not a great privilege,—may it not be your solemn duty to become a teacher, if you can? How does it seem to you now? How will it seem to you when all your opportunities for improvement and for doing good are past, and you are called to account for them? To the question,



What have you done with all your precious time?—will you answer, I have passed most of it very agreeably—especially when in company; the body which I wore was said to be beautiful, and I dressed it elegantly, and moved it gracefully, and was admired? When asked what you have done with your mind, will you say, I have thrown it away? Are you not a servant, and does not all your time and every faculty of your mind belong to your Master?

V. I have known a servant who had “five talents,”—one of our fellow servants, whom the Master placed near—*very* near to me, that as we labored a little while together with one mind and one heart and united strength I might be taught how one ought to use the time and powers which the Master gives him. While as a pupil she was endeavoring to become a teacher, so conscientious was she in the performance of every duty, omitting nothing, and doing nothing superficially, that every lesson and every school exercise increased her knowledge and made her stronger and wiser. The prayer of her heart, as acted out in her daily life seemed to be, ‘So teach me to number my days that I may apply my heart unto wisdom.’ Yet when she took the responsibilities of a teacher, she often expressed regret that she had not been more faithful in her preparation. Every night she carefully reviewed the day. When she remembered any time lost, any duty not very carefully performed, an unkind word or tone or feeling, her countenance was sad. How ashamed have I been of myself when I have heard her say, “I am not fit to be a teacher.” When she recalled some good work completed, some successful effort to do right, her face shone

with a joy such as the gratification of low and selfish wishes could never give. Then she went to her Master to thank Him that He had permitted her to accomplish so much, to ask forgiveness for all the trespasses of the day, and to pray for strength and wisdom and a willing heart to serve Him better on the morrow. Thus she lived every day while I knew her. Even such a servant thought that she had much to be forgiven and hoped that for Christ’s sake it was forgiven. Yet compared with most of us was she not indeed a “good and faithful servant?” A few weeks ago the Master came and reckoned with her.\* Not long before, I had heard her telling Him, in the still night, that she wished to do His will. We can not now see how the account stood, as we shall see in that day when ‘the books shall be opened;’ yet who can doubt that even in the short time she had used those talents, she had gained five other talents. Our ears did not hear Him say, “Well done;” but she left with us that look of joy and peace when the spirit ‘entered in to the joy of her Lord.’ How many other servants who used to be with us have been called! Are we ready for the reckoning? Is there any thing we wish to do before we go? Then let us *make haste!*

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\*Mrs. Stone, who died at Franklin in Sept. 1857.—Ed.

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The slowest advances to greatness are the most secure. Swift rises are often attended with precipitate falls; and what is soon got, is generally short in the possession.



## Common School Department.

### EXTRACT

*From the Report of the General Superintendent of Common Schools of North-Carolina, for the year ending December 31st, 1857.*

#### I.—CONDITION OF THE COMMON SCHOOL SYSTEM IN N. C.

The entire area of North-Carolina is now divided into Common School Districts.

There is at least one school for every district, and a school-house for nearly every school; while these houses are in reach of twenty-nine thirtieths of all the children of the State.

It is now a fixed habit to have a school every year or once in every two years at these houses; and these schools are taught by persons of whom at least nineteen-twentieths are annually examined as to moral and mental qualifications by respectable and intelligent committees in the counties where they teach.

There are in the State not less than three thousand five hundred schools—and twenty-four out of every twenty-five of all the white children of the State are obtaining an education.

The system of Common Schools, as a system, now revolves steadily, and securely in its orbit; and changes of State policy in other respects, revolutions in manners, and even financial pressures which pervade the world and seem to affect almost every social, industrial and political interest, do not interfere with its regular operations to any appreciable extent.

While nearly every other business has felt the blight of the recent monetary troubles, this enterprise has not been sensibly disturbed—

and amid the general gloom which so lately enveloped public and private affairs, scarcely a passing shadow was thrown upon its prospects.

Indeed I cannot discover that our Common School system suffered at all, in its actual operations, or in its hopes of the future, by the late wide-spread financial disasters: on the contrary it seems to me to have taken a stronger hold on the public confidence by the contrast which the stability of its resources and the certainty of its operations have presented to the fluctuations and embarrassments of all other interests.

These fluctuations and embarrassments have also moderated the desires of the community, and developed a disposition to make sober, practical and economical calculations; and such a disposition cannot fail to enure to the benefit of a system by which all the children of the State can be instructed at less expense to each individual than by any other plan that can be devised.

It can be made a system for thorough instruction by a little sacrifice of time, of pride, and of selfish convenience, on the part of each member of the community; and recent events admonish us of the necessity of making such sacrifices.

#### *General Statistics.*

The number of schools taught in any given year is not now in itself an evidence of increasing or of fail-



ing energies in the system; and the houses which have remained closed since the making of my last report are not to be taken as signs of inherent difficulties.

Returns have been made to me from eighty counties, and containing reports from schools in seventy-five; and the number of children attending the schools reported during the year just ended, is estimated at about one hundred thousand.

In many districts schools are taught but once during the year—and if these schools happen to be in operation at the time the chairman makes his return to me, they are not reported, or at least the number of scholars is not given.

It may be safely estimated that, in the whole State at least five hundred districts were in this condition when the last returns from the chairmen were made out, and that these schools would average thirty-nine scholars to each, the average number attending the two thousand five hundred and sixteen districts reported. It is, therefore, supposed, from entirely reliable evidence, that since the date of my last report schools have been held in three thousand districts, and attended by one hundred and twenty thousand children.

A considerable number of houses have been closed for temporary reasons, to wit: that they may be repaired, rebuilt or removed to a more eligible situation. Notwithstanding the hardness of the times, there is quite a spirit of improvement of this kind; and in some places the schools have been stopped that the districts may be laid off on a better plan. In a considerable number of counties the boards of superintendents, acting on the recommendations of a circular sent from this office, last spring,

have determined to pursue a wise and liberal policy in this matter; and, as in some cases, many old difficulties and abuses could not be remedied except by redistricting the whole county, the schools, in a number of instances, would have to be temporarily stopped.

In several counties failures of chairmen, with considerable sums of school monies in their hands, have given rise to troublesome litigation with their sureties; and this has caused the stoppage, for a time, of a number of schools. The schools in Stanly and Johnston counties have been temporarily interfered with, in this way. In some districts the people prefer to have one long school once in two years, to a short school every year, the school houses are closed every other year; and not a few of the houses which remained closed during the last year are in this situation.

My opportunities of personal observation, the reports, official and unofficial, made to me, my extensive correspondence, and my familiarity with the subject from long and careful attention to it, enable me to state with tolerable accuracy the number of our school districts, the number taught, the whole number of white children between the ages of six and twenty-one, and the number attending Common Schools, as follows:

Whole number of Com. School districts in North Carolina, actually laid off and provided with houses, three thousand five hundred.

Number of districts which may be made on territory now inhabited, and where there are no schools, perhaps two hundred.

Whole number of schools taught, at some time or other, at least three thousand five hundred, (for there are more schools than districts.)



Whole number of children in the State, between the ages of six and twenty-one, about two hundred and twenty thousand.

Whole number of children now receiving instruction at the Common Schools, one hundred and fifty thousand.

Number of children receiving instruction at colleges, academies, select and private schools, eleven thousand.

Number of children being educated out of the State three hundred.

Number of persons under twenty-one and over six years old who have finished their education, twenty-seven thousand.

Number taught at home and at Sunday schools, two thousand.

Number who are six and over who will attend school, but have not commenced, twenty-seven thousand.

Number of children not receiving instruction at all, three thousand and seven hundred, or say four thousand.

The account then stands thus: White children between the ages of six and twenty-one in North Carolina, two hundred and twenty thousand, (220,000.)

Number of illiterate men and women that will grow up from these, four thousand.

Proportion of ignorant persons in the rising generation one in fifty-five, and at most one in fifty.

With respect to the adult or grown up population, in the year 1850, the returns of the census warrant the following table:

Whole number of white persons over twenty years old, males one hundred and twenty thousand three hundred and sixty-three, (120,363;) females one hundred and thirty-one thousand and twenty-one, (131,021.)

Whole number who could not read and write—

Males, .....26,239

Females, .....47,328

In all, .....73,566

Proportion of illiterate persons, one in every three and one-half, to wit: About one in every four and two-thirds of the males, and one in every two and four-fifths of the females!

There is now invested in the Common School houses of the State, in the lots on which they are located, and in furniture and apparatus, about the sum of three hundred and fifty thousand dollars.

In seventy-six of the counties which made returns to me last year there was expended on the schools the sum of two hundred and twenty-six thousand two hundred and thirty-eight dollars and forty-nine cents; and in the whole State the expenditure was, perhaps, two hundred and fifty three thousand dollars. In seventy-six of the counties reporting to me there was, last fall, in the hands of the chairmen an unexpended balance of one hundred and fifty-seven thousand five hundred and nineteen dollars and sixty cents; and perhaps in the hands of all the chairmen the sum of one hundred and seventy-five thousand dollars. Much of this doubtless would have to be paid out soon after the time for making out the county returns to schools then in operation—and some of it also had but lately come to hand. (See Table II.) But there is probably a permanent balance of eighty-five thousand dollars in the hands of chairmen.

The number of certificates granted to teachers during the last year, and reported to me, was two thousand



and two hundred and fifty-six. The number reported, in which the sexes were distinguished, give two hundred and fourteen female teachers.

The whole number of teachers licensed was probably twenty five hundred.

The whole number who taught without license was perhaps not fifty; a most gratifying fact when we remember that a few years ago not one in forty was examined. The number of these lawless intruders is rapidly diminishing every year, and if the policy of this office so far is still pursued there will soon be none at all.

Of the whole number of teachers licensed at least *three-fourths* teach grammar and geography: fifteen years ago these branches were not taught in *one-fifth* of our English schools.

The average length of all the schools for the whole State is about four months—the average attendance about forty scholars per school, and the average wages of teachers in all North-Carolina is about twenty-four dollars per mo., varying from fifteen to forty dollars in different localities, and at different seasons.

The average cost per scholar, of all the children educated at the Common Schools, is one dollar and sixty-six and two-third cents, (\$1.66 $\frac{2}{3}$  cts.,) and the average cost to each parent of the State, for all the expenditures of the Common Schools, is about sixty-six and two-third cents *per annum*, or sixteen and two third cents per month while the schools are in operation.\*

Such is the condition of our system of Common Schools, so far as it can be shown by figures; but there are other exhibits of no less importance, and equally significant, but which cannot be so readily appreciated by a superficial observer. (To be continued.)

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\*It may be well to add that the entire public expense of the Common School system in North Carolina, exclusive of the sums paid to teachers, and including the expenses of the Literary Board, printing of all kinds, and salaries of every kind does not annually exceed twelve or thirteen thousand dollars per annum. In short, about ninety-five per cent of the proceeds of the school fund is paid to teachers! There is not, perhaps, in the world a system so extensive, so important, and involving such large sums of money, managed with so little expense.

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### DESPAIR.

The darksome cave they enter, where they find  
That cursed man low sitting on the ground,  
Musing full sadly in his sullen mind:  
His grizzled locks, long grown and unbound,  
Disordered hang about his shoulders round,  
And hid his face, through which his hollow eyne  
Lookt deadly dull, and stared as astound:  
His raw-bone cheekes, through penurie and pine,  
Were shronk into his jaws, as he did never dine.

*Spenser.*



## President Editor's Department.

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**OUR WISHES.**—It is our wish that the Journal should be filled mostly with original matter. We think that articles written for the Journal, by those who are acquainted with the deficiencies in our educational system and the improvements that may be most profitably introduced, will do more good than those selected from other publications, however good they may be. It is not our intention however to exclude selections altogether, even when we have an abundant supply of original matter on hand, nor do we intend to publish any thing simply because it was written for the Journal, without reference to its merits and its adaptation to do good.

We wish the contents to be such, that no teacher can read the Journal without becoming a better teacher, and that no one else can read it without being improved, and stimulated to greater efforts for the advancement of the cause which we advocate.

That we may be enabled to carry out these wishes, we hope that, not only the Board of Editors, but also teachers and others will feel that it is a duty, that they owe to the cause of education, to keep us well supplied with such articles as they may think most suitable, and on such subjects as ought to claim special attention.

And we may here say, especially to the Board of Editors, that we have been compelled to fill more of the present No. with selected matter than we wished, because some *promised* communications have not been received.<sup>1</sup> But we hope they will be on hand before we begin to arrange the "copy" for the April No.; and that our *box* will not be allowed to be empty again.

It may not be considered as a part of our duty to propose subjects, but we feel inclined to suggest some occasionally, with the hope that they may call forth something that might not otherwise be thought of. We would be glad to hear from some of those who have been *behind the curtain*, on the *benefits* of public examinations, as *usually* conducted, in our schools.

We would also be glad to have some articles, suitable for a *Juvenile Department*, on such subjects as will be interesting and improving to the young. We would be glad to have pupils, as well as teachers, look forward with interest to the monthly visits of the Journal.

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**TO OUR EXCHANGES.**—We are under many obligations to the editorial fraternity for the kind and flattering notices given the Journal; and hope that no one who is induced to subscribe for it, by reading these notices, may ever regret having done so. We think that all who, in any way, aid in extending the circulation of the Journal, may feel that they are thus promoting the cause of education.

What could either of our political parties hope to do, if deprived of their party Organs? What would be thought of the policy of that religious denomination, which should discard, or neglect to sustain its Weekly Paper? And is not a Journal, especially devoted to Education, just as important to the interests of that cause?

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How happy would it be if men knew more, or practically knew how little they know!



# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. I.

APRIL, 1858.

No. 4.

## SCHOOL-ROOM EXPERIENCE.

### SPELLING WITH THE PEN.

Every teacher knows the difficulty a beginner has in writing words correctly. He has drilled his pupil in spelling, till he can go from the beginning to the end of McGuffey or Walker, as the case may be, almost without missing a word. But on looking over the first written exercise handed him by this good speller, he finds some of the most common words misspelled. And the pupil himself feels the difference between standing up in class to answer to the teacher's utterance of a word, and sitting down, with pen in hand, to put into writing the words he spells off so glibly. The most familiar words are written incorrectly; perhaps because the letters are put down so slowly that his mind becomes confused. At any rate all his skill in orthography seems to take fright at the sight of a pen. This is, of course, owing to his want of experience in spelling with the pen; and only experience can correct it. But must this experience be deferred, till the pupil has gained it after leaving the primary school, by the more frequent calls that he will then have for the use of his pen? Can it not be done

earlier, and under the teacher's eye?

I would suggest, to those who are willing to receive practical suggestions, this plan. As soon as the pupil has acquired skill enough in the use of the pen or pencil, let him be required sometimes to write his spelling lesson, instead of spelling it orally. The words may be given out to the class as usual; but let the pupil, instead of spelling them aloud, write them on his slate or on paper, for the teacher's inspection. Then when he comes to write exercises in composition, putting words into letters without a copy is not all a new thing to him. And besides, this plan will give him ease in the use of the pen.

### COMMAND OF WORDS.

It has long been the custom in many schools to require definitions to be committed to memory, in connection with spelling. But this has the very obvious objection, that it is usually a mere exercise of memory. The learner soon acquires a facility in memorizing the definition that stands opposite a word, without really understanding its meaning. Many teachers, seeing that this course does not accomplish the end designed, name-



ly, the child's familiarity with the meaning and application of the words of our language, have abandoned it; and instead of learning the meaning of words from a book of definitions, they require them to give the meaning of the more unusual words, as they occur in their reading lessons. This certainly has the advantage over the former plan. It teaches not only the meaning of the words, but their usages in the connection in which they occur. But still it is defective; for the learner does not acquire command of these words for his own use, but is simply enabled to understand them as used by others. Let me suggest a plan to give the pupil command of the most important words of our language. Summarily, it is to require him to use these words himself, under the guidance and inspection of the teacher, in such a way as to show that he understands them. To be more practical I will give the particulars of a half-hours work in the school-room in this one department.

The lesson is a page of Walker's Pronouncing Dictionary. And long may it teach our youth how to pronounce; and stand as a bulwark against innovation; even though in opposition to its spelling some may change *o-u-r* into *o-r*, and leave off a *k* from *Arithmetick*! The lesson is a page of Walker, and the teacher, looking over it, calls out to the class, or whole school, as the case may be, such words as he wishes them to learn the use of, to be marked in their books. In the selection of the words, he leaves out the most common ones, presuming that all the school are already familiar enough with the use of these. He also leaves out the "more unusual words, 25"; and that out of comparatively low use be empty to persons in the

stage of progress which his classes have made to learn their use; and more especially, because the time taken up in learning all the words in regular order, would forbid such progress as to bring all within the compass of the year or two that he will have charge of the same pupils. Leaving out, then, both the most familiar and the most rare words, he has remaining such as are in frequent use, but with which the young pupil can not be presumed to be sufficiently familiar. But many of these will be words formed on the same root, as a noun, a verb, an adjective, &c. It will not be necessary then, that time should be taken up with all of these, provided only from the different roots all parts of speech are frequently employed. It may be well too, in marking a lesson for the whole school, to make a distinction between the younger and older pupils.

The words being marked, the class get the spelling lesson, and study the definitions of the marked words, not in order to be able to repeat them, but in order to be able to use correctly the words they explain. And each one, in his preparation of the lesson, is expected to make a sentence containing each word, or be satisfied that he can do so. If the definition is not sufficiently plain to enable him to do this, as is often the case, he gets assistance from the teacher. When the lesson is prepared, the marked words are given out to the members of the class, two, three, or four to each, as the teacher's time may permit. They then write (better with pen on paper) a sentence for each of the words given, such as to show its correct usage. These sentences are then either read to the teacher, or by

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The lesson is on page 188 of Walk-  
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*Incorrect*: "The sentence which  
he wrote was incorrect."

*Incorrectly*: "He lost a great  
deal by keeping his accounts in-  
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*Incorigible*: "That boy is in-  
corrigible." This sentence is de-  
fective; for, although the meaning  
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*Incorruptible*: "Some things are  
incorruptible; others are not." This  
is liable somewhat to the objection  
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*Increase*: "The population of  
our country increases rapidly." This  
sentence, too, is to be objected to,  
because the word given, as in-  
dicated by the accent, is a noun;  
whereas the one used is a verb.

*Incredibility*: "We reject the  
Koran, on account of the incredi-  
bility of its stories."

*Incredible*: "I have read some  
books that are incredible."

*Incredulous*: "That man is in-  
credulous." Defective.

*Increment*: "A plant receives  
its increment from the soil."

*Incrust*: "From present appear-  
ances the cold will incrust the pond  
with ice before morning."

*Incrustation*: "Last winter the

incrustation of the snow was very  
thick."

*Incubation*: "Eggs hatch after  
an incubation of three weeks." It  
should have been "some eggs."

*Inculcate*: "A teacher should  
inculcate good principles in his  
scholars." It should have been  
"on his scholars;" perhaps, "into  
their minds."

*Inculcation*: "The inculcation  
of religion in youth is very im-  
portant."

*Incumbent*: "One proposition  
is often incumbent on another." The  
meaning was misapprehended:  
"resting on" of the definition was  
taken in a logical sense.

*Incumber*: "Persons are often  
incumbered by the heavy burdens  
they bear." Another sentence,  
by another member of the class:  
"Two armies at war try to incum-  
ber each other." The only mean-  
ing given to the word in the Dic-  
tionary, "to embarrass," would  
naturally lead, without some cor-  
rections to the mistake in its use  
in the last sentence.

*Incur*: "There was great ex-  
pense incurred in the trip to New  
York."

*Incurable*: "He suffered great  
pain from the incurable wound he  
had received."

*Incursion*: "The Indians made  
many incursions into the white  
settlements." Another, by another  
member of the class: "They in-  
cursioned the enemy." The writer,  
one of the younger pupils, with but  
little practice in this exercise, took  
"attack" in the definition, as a  
synonym for incursion, and did  
not observe that the word was a  
noun, not a verb.

*Indecency*: "There was great  
indecency in his behavior."

*Indeciduous*: "Some trees are  
indeciduous." The meaning of  
the word was apprehended, but not



ly, the child's familiarity with the meaning and application of the words of our language, have abandoned it; and instead of learning the meaning of words from a book of definitions, they require them to give the meaning of the more unusual words, as they occur in their reading lessons. This certainly has the advantage over the former plan. It teaches not only the meaning of the words, but their usages in the connection in which they occur. But still it is defective; for the learner does not acquire command of these words for his own use, but is simply enabled to understand them as used by others. Let me suggest a plan to give the pupil command of the most important words of our language. Summarily, it is to require him to use these words himself, under the guidance and inspection of the teacher, in such a way as to show that he understands them. To be more practical I will give the particulars of a half-hours work in the school-room in this one department.

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him, as he may prefer, and corrected in hearing of the class.

That the plan may be fully illustrated, I give, at the risk of being tedious, the entire exercise of to-day. It is not selected on account of any peculiar merit in it, more than in others, but because it is fresh in my memory. All the marked words, and all the sentences written by the class, are given. The lesson is on page 188 of Walker's Dictionary.

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*Incorrectly*: "He lost a great deal by keeping his accounts *incorrectly*."

*Incorrigible*: "That boy is *incorrigible*." This sentence is defective; for, although the meaning was doubtless apprehended by the writer, it simply shows that it is a word that may be applied to a person. And a word might easily be employed in such a sentence without being fully understood.

*Incorruptible*: "Some things are *incorruptible*; others are not." This is liable somewhat to the objection to the last, though to a less degree.

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## Common School Department.

### EXTRACT

*From the Report of the General Superintendent of Common Schools of North-Carolina, for the year ending December 31st, 1857.*

#### I.—CONDITION OF THE COMMON SCHOOL SYSTEM IN N. C.

The entire area of North-Carolina is now divided into Common School Districts.

There is at least one school for every district, and a school-house for nearly every school; while these houses are in reach of twenty-nine thirtieths of all the children of the State.

It is now a fixed habit to have a school every year or once in every two years at these houses; and these schools are taught by persons of whom at least nineteen-twentieths are annually examined as to moral and mental qualifications by respectable and intelligent committees in the counties where they teach.

There are in the State not less than three thousand five hundred schools—and twenty-four out of every twenty-five of all the white children of the State are obtaining an education.

The system of Common Schools, as a system, now revolves steadily, and securely in its orbit; and changes of State policy in other respects, revolutions in manners, and even financial pressures which pervade the world and seem to affect almost every social, industrial and political interest, do not interfere with its regular operations to any appreciable extent.

While nearly every other business has felt the blight of the recent monetary troubles, this enterprise has not been sensibly disturbed—

and amid the general gloom which so lately enveloped public and private affairs, scarcely a passing shadow was thrown upon its prospects.

Indeed I cannot discover that our Common School system suffered at all, in its actual operations, or in its hopes of the future, by the late wide-spread financial disasters: on the contrary it seems to me to have taken a stronger hold on the public confidence by the contrast which the stability of its resources and the certainty of its operations have presented to the fluctuations and embarrassments of all other interests.

These fluctuations and embarrassments have also moderated the desires of the community, and developed a disposition to make sober, practical and economical calculations; and such a disposition cannot fail to enure to the benefit of a system by which all the children of the State can be instructed at less expense to each individual than by any other plan that can be devised.

It can be made a system for thorough instruction by a little sacrifice of time, of pride, and of selfish convenience, on the part of each member of the community; and recent events admonish us of the necessity of making such sacrifices.

#### *General Statistics.*

The number of schools taught in any given year is not now in itself an evidence of increasing or of fail-



ing energies in the system; and the houses which have remained closed since the making of my last report are not to be taken as signs of inherent difficulties.

Returns have been made to me from eighty counties, and containing reports from schools in seventy-five; and the number of children attending the schools reported during the year just ended, is estimated at about one hundred thousand.

In many districts schools are taught but once during the year—and if these schools happen to be in operation at the time the chairman makes his return to me, they are not reported, or at least the number of scholars is not given.

It may be safely estimated that, in the whole State at least five hundred districts were in this condition when the last returns from the chairmen were made out, and that these schools would average thirty-nine scholars to each, the average number attending the two thousand five hundred and sixteen districts reported. It is, therefore, supposed, from entirely reliable evidence, that since the date of my last report schools have been held in three thousand districts, and attended by one hundred and twenty thousand children.

A considerable number of houses have been closed for temporary reasons, to wit: that they may be repaired, rebuilt or removed to a more eligible situation. Notwithstanding the hardness of the times, there is quite a spirit of improvement of this kind; and in some places the schools have been stopped that the districts may be laid off on a better plan. In a considerable number of counties the boards of superintendents, acting on the recommendations of a circular sent from this office, last spring,

have determined to pursue a wise and liberal policy in this matter; and, as in some cases, many old difficulties and abuses could not be remedied except by redistricting the whole county, the schools, in a number of instances, would have to be temporarily stopped.

In several counties failures of chairmen, with considerable sums of school monies in their hands, have given rise to troublesome litigation with their sureties; and this has caused the stoppage, for a time, of a number of schools. The schools in Stanly and Johnston counties have been temporarily interfered with, in this way. In some districts the people prefer to have one long school once in two years, to a short school every year, the school houses are closed every other year; and not a few of the houses which remained closed during the last year are in this situation.

My opportunities of personal observation, the reports, official and unofficial, made to me, my extensive correspondence, and my familiarity with the subject from long and careful attention to it, enable me to state with tolerable accuracy the number of our school districts, the number taught, the whole number of white children between the ages of six and twenty-one, and the number attending Common Schools, as follows:

Whole number of Com. School districts in North Carolina, actually laid off and provided with houses, three thousand five hundred.

Number of districts which may be made on territory now inhabited, and where there are no schools, perhaps two hundred.

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a limited extent, after all, for a reason which, on a moment's consideration, will be obvious.

What are words? Words are nothing more nor less than the names of ideas; if any combination of letters of the alphabet suggests no idea to the mind, such combination is mere gibberish, not a word. All the words that an illiterate man is acquainted with have their corresponding ideas in his mind; and all the ideas in his mind have their corresponding words in his memory.

Now, if he turn the faculties of his mind to a new subject,—a subject entirely different from anything which has before occupied his attention,—it is as certain that he will meet with new words as that he will meet with new ideas; and, simplify as much as we may, it is not easy to perceive how he is to make himself master of any new subject through his old stock of words. Thus, in order to get new ideas, you *must* get new words; and in the proportion that you master their meaning will be your knowledge of the subject to which you turn your attention.

To profit by literature, then, you must learn its language. All that has been done, or can or will be done, in the simplifying processes, will never do away with that necessity. Remember that the language you have to learn is your mother-tongue; that the words whose signification puzzles you are on the lips of your fellow-countrymen every day and all day long; that you have a living dictionary in your teacher or parent, who will help you; that you can buy a Webster's pocket dictionary for a quarter of a dollar; and remember, too, that every step you advance will render the next step easier.

Take advice, if it suits your

case. Select a volume of average reading; you may as well make it a history of the United States.—Begin the perusal of it with a determination to understand the whole before you have done with it. Do your best with every sentence, using your dictionary with discretion. A sentence which may not be plain enough on the first reading may be so on the second or third. By this means you will learn the meaning of thousands of words which you did not know before.

The language of literature once acquired, the world of literature is before you. It is a boundless field of delightful and exciting inquiry, if you make the right use of it. We will not promise that it shall lift you to worldly prosperity, but it shall build you up to a nobler state of being, and make you a credit and an ornament to any position you may be called upon to fill.

*Sargent's School Monthly.*

**DEFAUDING GOVERNMENT.**—Men ought to do justice at all times and to all men; and especially to government. It is more natural and just to *pay* tithes to government, than to take them. But the latter is rather the case with many we hear of: they do not give it all its due. And as many men fail, when deprived of their dues, so government is so often cheated by politicians, legislators, congressmen, and even by preachers, that it is often broken. It is too general and a *crying* evil; not only painful to the ear, but to the mind, that government cannot enforce (N—force) its claims; and instead of getting ten letters, only gets nine, and becomes Gover—ment.

**PUN.**



## THE ART OF QUESTIONING.

In the practice of teaching, this art is constantly brought into exercise. It is almost uniformly resorted to, as a means for testing the pupil's knowledge of his task. Tho' in practice, the art is often *abused*, yet it must, of necessity, be *much used*. Hence, although we may discover many *evils* arising from its imperfect practice, yet, we should not *condemn* it as a means of discipline;—but endeavor rather, so far to make ourselves *masters* of the art, as to obviate these unintended results.

The process of questioning must be considered as affecting *intellectual* culture alone. Though used as a means in *other* departments of education, yet in *all* cases, its *immediate* influence is upon the mind itself, and through its effect upon the intellectual part of our nature, it accomplishes its work. We are, therefore, to consider the adaptation of questioning, in its relations to the mind alone. And when *these* relations are clearly defined, and are made to exist in *harmonious* connexion, the work will be accomplished, as affecting every other department of education—physical, mental and moral—for we deem the practice, to a greater or less extent, equally essential in all. We cannot, indeed, conceive of the relation of teacher and pupil, without associating therewith the idea of mutual intercourse, brought about through the medium of conversation and query. And finally, after proper *instruction* has been given, we must finish by propounding questions as a test of the pupil's attainments. For how shall the teacher leave his classes at the close of the day, or his

school at the end of the term, with any certainty as to their knowledge, unless he is continually applying the tests as he proceeds? And how shall the pupil himself be *certain* of his acquirements, unless his education is so managed, as to give him some criterion by which to judge; unless his answers are criticised, and his mind, in this way, cleared of all the mists which may have gathered about it, during the time he has been engaged in acquiring knowledge concerning any given subject? In no other way, we apprehend, can both teacher and pupil feel satisfied, or any subject worthy of being taught, be considered as finished. Class exercises, which mainly consist of question and answer, are also indispensable in every branch of study.

To the teacher, then, accurate knowledge of the art of questioning becomes important.

Did we speak of questions, as being addressed to disciplined and cultivated minds, this interrogation would hardly be worth the name of an *art*;—as to *such*, the want of perspicuity, order, or adaptation, would be made up by a previous understanding of the subject, by those to whom they are addressed. Hence, *something* intelligent in reply would come of necessity. But it is to be remembered, that the teacher has to propound *his* queries to minds in *process* of cultivation—and seldom to those who may be regarded as *already* trained. The case, *then*, becomes quite a different one. The laws and principles of adaptation are to be studied. The pupil is to be so treated as to awaken and keep alive his powers of per-



ception. The logical connection of all subjects of study, is to be especially noticed and followed. The terms in which his questions should be couched, the order and fitness of time for proposing them, and the best means of securing correct answers, must all receive careful attention.

We have here, then, a subject, which when presented, may be considered in *theory*, a *science*, and in *practice*, an *art*.

A knowledge of teaching (which includes the practice of the art of questioning) supposes, in the teacher, accurate and critical knowledge of the subject taught. All instruction in the art of teaching, must proceed upon this hypothesis.—Though a teacher may *sometimes* commence teaching that with which he is not yet familiar in detail, and be in some manner successful, yet, as a *principle*, it must be conceded, that no subject can be properly and scientifically presented, even in its most elementary parts, without understanding it as a whole. What is true in this particular, of teaching as a *science*, is equally true of that department of it which I have termed the *art of questioning*.

The teacher has three separate and distinct departments of labor, as instructor of a school. 1st, *Instruction*, awakening ideas concerning things; explaining principles, by means of examples and illustrations; and combining them in such a manner in the exercises given, as to render them capable of being retained in the memory. 2d, *Hearing Recitations*, and 3d, *Furnishing opportunities for applying*, as far as possible, the knowledge acquired, to the purpose for which it is intended.

The first two divisions of labor require the constant use of questions varying according to the nature of

the exercise. Questions suitable for instruction are of that easy, simple character, the answers to which are readily suggested to the pupil's mind, from association with that which he *already knows*, and are only given in order to insure attention, to hold the mind to every point as the exercise proceeds, to quicken the perception, to give force and reality to the illustrations, and to assist the memory in retaining the subject matter taught. This is the inductive method, and should be much used with young pupils, with those whose perceptions need brightening, and in fact, with *any and all* pupils, when a subject is to be presented for the first time. A repetition of such exercises, upon obvious elementary principles, is frequently found necessary during the whole course of study. This oral instruction can seldom be dispensed with, without injury.

Questions for recitation are of a more *general* character, the answers to which include the comprehensive definition, formula or rule; and the principles of which definitions, formulæ or rules, have before been taught by the living teacher, or acquired from the book. When the pupil is prepared for this exercise he should proceed, as far as possible by *topic*—his subject being frequently signified to him by a hint, rather than by a direct question.—*Pennsylvania S. Journal*.

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A PERSON who undertakes to raise himself by scandalizing others, might as well sit down in a wheelbarrow and try to wheel himself.

MISCHIEF is not found in the tongue, the eyes or the hand, but in the heart.



## THOUGHTS ON GENIUS.

Genius is a mysterious thing, so much so that, although almost every one talks of it, and every one who talks of it has more or less of it, yet he has no clear conception of it—cannot define it—for it has no dogmatic definition, but like taste, poetry and imagination, is only vaguely and generally conceived. This feeble and misty conception of genius invests it with a veil of mystery which imparts an additional interest to its contemplation, for we are prone to ascribe something of the supernatural to what we do not understand: hence many have confounded genius with inspiration. Such misconceptions have hurtful tendencies, and, whilst freely confessing that I have not genius nor strength of mind enough to give a satisfactory definition of it, I shall endeavor to make my thoughts on the subject of a useful and practical tendency. These may be arranged under four heads, viz:—1. The indications of genius. 2. The neglect of it. 3. The gain to society from the cherishing of it. 4. The disadvantages of neglecting it.

But, before we proceed to the formal consideration of these heads we premise that the *degree* of genius here discussed is far above mediocrity—that average amount of it in the human family, without which society could not have been formed and could not subsist. For the sake of distinction and giving prominence to that quantity of it, to which we invite attention, we diffidently attempt a definition. It is that measure of invention—originality—inspiration—which *generally* controls the volition and the passions, the Aaron's rod, which

dominates all minor endowments.

1. The indications of genius in children, if not striking and overbearing, are many. Sometimes it is attended by a very delicate, but symmetrical physical organization, as if made of the porcelain clay of earth—such a contour of features, smallness of limbs and tenderness of flesh as would have induced the Midwives of Sparta to recommend to be exposed to the wolves of Taygetus, or the American Indians would have thrown to the alligators. The pale, or broad, or high, or marbled brow is sometimes the Doric or Corinthian capital to a noble dome of thought. The mild, blue, dreamy eye, that beams on you mysteriously and seems to float in its orbs and rest upon the *brain*, like a water-lily upon the surface of a stream, to the sagacious observer reveals the pensive, weighing, philosophical, *subjective* mind, that communes much with itself, introverts thought, arranges an ideal frame work of society interiorly, and that may by proper culture be developed to a great philosopher, or didactic and moralizing poet, or inventor, or christian commentator. Or the world may trample the life out of the tender plant—or convert its potential virtues into secret misanthropy and plotting mischief. But as nature is a wise and impartial economist and denies a monopoly of her gifts to any individual, as the nine Muses cannot all stand God-mothers to any one, a genius much more frequently comes into this world, marked with many imperfections and even abortions—a shrivelled hand, bandy legs, a club foot, or some unsightly



mark.\* Here, poor mother, is comfort for you. Your mal-formed child may be a blessing to you and the world. The celebrated Professors Neilson, Saunderson and Lee were born blind. Byron had a club-foot, and Sir Walter Scott a defective ankle. Perhaps the finest piece of joinery in the world is an ivory cabinet, in the palace of the King of Denmark—the workmanship of a blind artisan. We barely allude to Alexander's wry-neck, for he was as distorted in soul as in body. It would not be difficult to swell this list to the length of a common printed article.

Sometimes the advent of genius into this world is heralded, as is fit, with an earnest, intensely straining eye, as if looking quite through the deeds of men into their heart's core. In this class you have the embryo man of enterprise—a warrior in pinafore, who may conquer territory and subvert nations—a

\*It is much to be feared that the infirmities and deformities of infantile genius are so offensive to many nurses and even mothers, that it often falls victim to neglect and cruelty, and fares but little better from modern civilization than it did from Spartan barbarism. The case of Byron seems one in point. No one who reads Childe Harold can doubt that he was born with the noblest susceptibilities and aspirations, and as little that the neglect and even ridicule of his mother on account of his club foot, did much to make him that mocking misanthrope that he became. On account of some features of his character and history, our American Byron, Edgar A. Poe, seems not inappropriately referred to here. If to these and similar victims of early cruelty and contempt, we add the many fine minds that early fall victims to intemperance we are almost conducted to the melancholy conclusion, that the finest children sent into the world have never yet ripened into maturity, and consequently that society has never yet reaped the benefit arising from the greatest potential man.

Bonaparte, Cortez, or Aaron Burr,

The child is father to the man.

A not infrequent manifestation of genius in children is a restless, nervous, fretful disposition, which often finds vent in crying and violent motions. Be not alarmed, mother, they are not the throes of dissolution. Let the little human volcano in your lap, find vent—discharge its pent up fires in heavings and rollings and streams of lava-like tears, for this is nature's method of preserving the balance of the system of a genius, until in the fullness of time it finds vent in lawful and useful action.

Let these specific indications suffice with the remark, that the signs of this fine, subtle essence are innumerable, and infinitely modified.

2. The neglect of it. Few misfortunes have called forth so many lamentations as the neglect of genius. It is a sad neglect, it must be admitted; yet frequently society is not intentionally culpable for it, since in its dawning state it is not easily discovered, and when discovered no adequate provision has been generally made to aid it.—And then the nature and developments of genius in youth are not always such as to invite approach, conciliate esteem and thus gain patronage. Many thus gifted are shy of society, reserved and even morose. They delight in the beauty, the wildness and even the terrors of nature, and hail the mountain and thunder as kindred existences. And then, unfortunately for them, there is too frequently an antagonism between them and the arrangements of society, which has not been, and ought not to be, moulded in harmony with their views and feelings, but by



men and women of mediocrity, of average endowments, and for the great mass of mankind similarly endowed. Another, but almost unavoidable cause of the neglect, at least the failure of Genius, is to be found in the peculiar constitution of that phase of it which we name *gentle*. To whom impartial Nature gives marked Genius she seldom gives much more. She withholds physical strength, hardihood of character, strength of volition and ignoble cunning. The gentle, intellectual, ethereal child of Genius, feeling conscious of the divine gift of a clear insight into duty, right and wrong, and what course of conduct public and private good demand, abhors force and fraud and falsehood and therefore falls a victim to the ambitious, avaricious and mediocre wretches who unscrupulously resort to them.—Poor genius! your fate is sometimes a hard one; you are like the lost Peri on Earth—your virtue is your vice—your strength your weakness—you are too often slighted and scarified by those whom you were sent to enlighten, enrich, ennoble and save! Otway starved in a garret—Goldsmith was compelled to prostitute his talents to buffoonery, to conciliate the great and get an invitation to a dinner. The pangs of hunger almost drove Dr. Johnson to self-destruction.—Rumney and Fulton, who first essayed the application of steam to navigation on our waters were contemned, their rights denied and their children neglected and defrauded. Whitney, whose invention of the Cotton Gin has been a greater source of wealth to the South than would have been all the gold mines of Mexico, California and Australia, had his work shop entered and robbed of his *model* before he had obtained a

patent, and thus enjoyed but little of that wealth with which he enriched others.

3. As to the advantages of fostering genius, little need be said, since they are suggested by the preceding observations and besides are obvious to all. What *artificial* pleasure, cognizable and enjoyable by either the senses or mental faculties, is not a trophy of genius? Is Printing a boon? Genius gave it to us. Is it an advantage to understand the laws of gravitation and the revolutions of the heavenly bodies?

“Nature and nature’s works lay hid  
in night,  
God said let Newton be, and all was  
light.”

Is it an advantage to ride the waves more swiftly and safely than we can a horse, and to course the earth in traveling palaces, swifter and safer than either—to make our thoughts circle the Globe as swiftly as we can conceive them—to enjoy in our cities, in all hours of the most murky night, a light which almost rivals that of noon day? Is it a pleasure to commune with Homer, and Shakespeare and Milton and their mighty compeers? They consumed their genius in kindling those quenchless torches—their works. Without these inventions the stately fabrick of modern civilization could not have been reared, and without similar ones hereafter it cannot be preserved, at least improved.

Still less need be said of the 4th head—the disadvantages of neglecting genius, since the predication of the advantages resulting from a given course of conduct contains the implication of the disadvantages resulting from an opposite course. As the world has been indebted for some of its great-



est benefactors to the patronage of generous souls, so it would not be difficult to show that many of its greatest scourges might have been prevented, or reclaimed by a little generous pecuniary aid, or even by kind and tender treatment and considerate notice. Chatterton, rather than starve, perpetrated a great literary fraud and died by his own hand. Savage, whom Dr. Johnson seems to have considered a transcendent genius, neglected, condemned and persecuted became a nuisance, scourge and outlaw of society. Many, born with the noblest aspirations, have under the pressure of extreme poverty, which a little timely assistance might have prevented, become misanthropes and reprobates. But well does Genius know its power, and fearfully does it sometimes revenge itself for neglect, and unworthy attempts to keep it down. One might as well attempt to put an extinguisher upon the fires of *Ætna* as to smother its outworking forces. It is for its parents, teachers and Society to say whether it shall be a steady Luminary diffusing light and warmth and fertility, or a consuming fire.

But it may be asked what has all this to do with Public Schools? Much every way, for every Teacher may have in his little circle of too much neglected triflers "some heart pregnant with celestial fire"—"some village Hampden" that may be developed into a Washington, or some embryo tyrant, that being neglected, may "wade through slaughter to a throne and shut the gates of mercy on mankind." Every teacher should solemnly advert to the fact, that to him it may be given to influence one or all of such characters as have been thus briefly sketched. He should do more, he should search for them in School

and in Society as for hid treasure. What! shall men venture into the bowels of the earth to search for the precious metals and not examine the surface for more precious minds? In adverting to such neglect the Poet exclaimed—

"Full many a gem of purest ray serene  
The dark unfathomed caves of ocean  
bear,  
Full many a flower is born to blush unseen  
And waste its sweetness on the desert  
air."

Many such gems and flowers of Genius may be rescued and polished, unless—

"Chill penury repress their noble rage  
And freeze the genial current of the  
soul."

It should be the peculiar delight of teachers to search out and bring out such diamonds in the rough, for never will our system of Education be satisfactory until some method be devised to select the choicest spirits in our primary schools and pass them through all the grades of schools until they come forth from our Colleges, if sons, prepared to be solid corner stones—if daughters, pillars, polished after the similitude of a palace.

It is, we believe, by this ascertainment and passage and promotion of youths extraordinarily endowed through her several schools, as they rise one above another, that has given to France many of the most distinguished names in Science and Letters.

Now if in this very inadequate plea for genius we shall persuade one mother to be more heedful than before to watch over the genius which she may have in her family, we shall not have written altogether in vain. Why, if you have such



an one you have a deodand—a God-send—a patent of nobility direct from the Deity—a more than ordinary measure of the divine gifts. You know not what you *may* have—you *may* have, a Poet, Philosopher, Priest—we had almost said Prophet. —How should such a child be watched, guarded and instructed! Let his infirmities be tenderly borne, his waywardness gently checked, his venial aberrations gen-

erously excused. It is Plato, we believe, who says—"let nothing profane, immoral, or immodest enter the door of a house where there is a child;" and a christian authority has said "reverence children." If to observe these recommendations be important to all children, what momentous significance do they have in application to the children of Genius!

W. H. O.

## INSTRUCTION IN DRAWING.

The important question, "how shall drawing be taught successfully in schools?" is now attracting the attention of educators, which is a good sign of the times. By duly attending to it, they will find that, to teach drawing successfully, it must be taught systematically and scientifically, receiving the same care and attention as other studies pursued. When it is as well taught as others, the practice of the art will be found of great practical value, and not wanting in interest.

Let us suppose that a scholar wishes to learn geometry, after having attained the age of fifteen, also to become an engineer. With this object in view, and without knowing the simple rules of arithmetic, he is placed under the care of a professed teacher, who first gives him an arithmetical class-book, with directions to copy the sums, and, from the key, to write down the answers. He then gives him the algebra, and follows with the problems of Euclid, all of which are to be copied in the same mechanical

manner, without regard to the rules or principles of arithmetical calculation, or the laws of geometry.—With such instruction, (for the same process is called instruction in regard to art,) will he be prepared for any practical application of the science of geometry, or for any independent effort in the way of engineering?

Again, let us suppose that, at the same age, he presents himself for instruction in the art of written composition, not having yet learned to spell, or even to form a letter with the pen. The teacher first requires him to copy, *verbatim*, the lessons in the first reader, and then some finished orations. What will he have gained in the process?—True, his taste will have become somewhat cultivated; but, will he be prepared to write an original theme? Yet, this is the way that drawing is taught in our schools, and the people say, "Of what use is it?"

The love of drawing is a universal taste, which may be known from



the fact that nearly all children love to draw. Those who are not pleased with the use of pencils and a box of colors are the exceptions. It would, therefore, require no effort to make it a regular study, commencing at eight or ten years of age. For the disinclination manifested afterward several reasons may be given. In the first place, acquiring the rudiments of the art after the taste has become a little cultivated is a drudgery. It is not more so with drawing than with music.—The rudiments of all studies should be acquired at an early period. After childhood is past there is a feeling of dissatisfaction at the puerile efforts at skill, which naturally creates a disrelish for the pursuit. In the next place, drawing is made a perfectly mechanical lesson. The scholar has placed before him a picture of some object, or group of objects, of which he is to make a copy as well as he can. If his poor skill fails in the attempt, the teacher lends a helping hand, and the work is accomplished after a certain manner; and, if the natural taste for art is sufficiently strong, the scholar perseveres until he has acquired the ability to copy a picture without assistance. But, if the scholar have only a moderate taste for it, he finds no gratification in the pursuit, and, as no intellectual capacity is exerted or gratified, he gives it up in disgust, asking the same question, "Of what use is it?"

Yet it is of use, even in this imperfection, inasmuch as it sometimes leads to the development of fine natural abilities, the cultivation of which is a source of profit and honor to the possessor. With common school training, the talent for other things is developed, and if properly taught, the scholar finds himself capable of making the most of his natural gifts. Every talent, but

that for art, is duly cultivated at school, or, at least, a foundation laid for it; and, why should this be made an exception?

In regard to the manner of teaching, the scholar should commence young. Every teacher understands the difference exhibited in the capacity for acquiring rudimentary knowledge at the respective ages of seven and fourteen. Childhood is the period for acquiring rudimentary knowledge in every department of study. Then, there is no impatience felt at slow progress; no haste to get on to something apparently more attractive. And, to acquire perfect manual dexterity, either at the piano or the easel, the scholar must begin to practice in childhood. In the instruction of this branch as well as that of mathematics there is but one right way. Let the teacher first give the child some exercise in curves and circles, without reference to drawing from any model, at the same time holding his pencil properly. This requires that the wrist should rest upon the table, leaving the whole hand free for action. The drawing of curves in every direction, with the wrists so rested, will be found a perfectly easy and natural exercise of the hand. There is no better preliminary exercise than the drawing of a circle, guided by the eye; not to make one, and then another, and so on for twenty in succession, and leaving them imperfectly done; the scholar should correct and improve each one according to his ability; dividing it by straight lines into halves and quarters of circles, depending on his eye alone for guidance. This is all the preliminary practice required in straight lines. In drawing straight lines for this purpose, he does not find it irksome, for he has an object in view. On the contrary, nothing



is more tedious or more useless than drawing straight lines merely for the exercise. The straight line may always be corrected by the ruler. The great point in practice is to make the curve, and this should be the first object aimed at; for, the infinite variety of curves required in the practice of art no instrument can define, no ruler can rectify.

The ability to draw a straight line has been considered a test of native capacity. This is one of the mistakes of ignorance. Let the teacher question the scholar in regard to the division of his circle, and if he can not see when one part exceeds the other in size as marked by his line, he has no eye for form, and will not progress by practice. If his eye is capable of measuring so as to detect a difference, it will improve by practice, and he will, in time, if made to depend upon his eye, learn to discriminate the nicest variation of curve. This is of first importance. Do not forbid measuring; but, encourage independent action and self-reliance in every effort.

The first step is to imitate some simple form which gives practice in the curve. The object itself is preferable to the representation of the same thing on paper; and, the scholar should, from the outset, be accustomed to making his own representations of objects. If he does not begin with that, (and it is just as easy for him,) he does not know when to change. After having first drawn from prints, beginning with the imitation of form is just like commencing anew. From simple objects he should go on gradually to more difficult, always improving and correcting his drawings. The teacher should require him to correct his own work; point out the faulty part, then let him

study the form of the object before him, carefully comparing his own imitation of it, correcting and improving his lines, until he has accomplished all that he is capable of doing at that stage of progress. This is the most important part of his exercise; and, to accomplish his task well, he must apply himself to drawing as to a study.—The teacher should render assistance according to his judgment, and, by his own lines, show the scholar, if a better curve can be made than his own.

In this method of instruction the class will not fail to be interested. In one school, where the instruction given was limited to mechanical copying, the class anticipated the lessons with a feeling of dislike. Casts are now introduced as the models for study, and the scholars have become so much interested that the time given to the lesson is considered too short. They are interested because they feel that they are acquiring skill with the pencil, and really understand the value of the lesson to which the hour is appropriated.

—*Miss Dwight.*

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#### JOY.

Haste thee, nymph, and bring with thee  
Jest and youthful jollity,  
Quips, and pranks, and wanton wiles,  
Nods, and becks, and wreathed smiles,  
Such as hang on Hebe's cheek,  
And love to live in dimple sleek;  
Sport, that wrinkled care derides,  
And Laughter holding both his sides.  
Come, and trip it as you go  
On the light fantastic toe,  
And in thy right hand lead with thee  
The mountain nymph, sweet Liberty.

—*Milton.*



For Declamation.

## GALILEO.

BY EDWARD EVERETT.

Gal-i-le'o was born at Pisa (pronounced Pe'za,) in Tuscany, on the 15th of February, 1564. He believed, with Coper'nicus, that the earth is a sphere, and moves round the sun. For maintaining this, he was condemned by the Inquisition, and persecuted both by the Francis'cans and Domin'icans, who were orders of priests, so called from the names of their founders. Galileo died in 1642.

There are occasions in life in which a great mind lives years of rapt enjoyment in a moment. I can fancy the emotions of Galileo, when first raising the newly-constructed telescope to the heavens, he saw fulfilled the grand prophecy of Copernicus, and beheld the planet Venus crescent like the moon. It was such another moment as that when the immortal printers of Mentz and Strasburg received the first copy of the Bible into their hands, the work of their divine Art;—like that when Columbus, through the gray dawn of the 12th October, 1492, beheld the shores of San Sal'vador;—like that when the law of gravitation first revealed itself to the intellect of Newton;—like that when Franklin saw, by the stiffening fibers of the hempen cord of his kite, that he held the lightning in his grasp;—like that when Leverrier received back from Berlin the tidings that the predicted planet was found.

Yes, noble Galileo, thou art right. *It does move.* Bigots may make thee recant it; but it moves nevertheless. Yes, the earth moves, and the planets move, and the mighty waters move, and the great sweeping tides of air move, and

the empires of men move, and the world of thought moves ever onward and upward to higher facts and bolder theories. The Inquisition may seal thy lips, but they can no more stop the progress of the great truth propounded by Copernicus and demon'strated by thee, than they can stop the revolving earth.

Close now, venerable sage, that sightless, tearful eye: it has seen what man never before saw:—it has seen enough. Hang up that poor little spy-glass; it has done its work. Not Herschel nor Rosse has comparatively done more.—Francis'cans and Domin'icans deride thy discoveries now, but the time will come when from two hundred observatories in Europe and America the glorious artillery of science shall nightly assault the skies, but they shall gain no conquests in those glittering fields before which thine shall be forgotten. Rest in peace, great Columbus of the heavens, like him scorned, persecuted, broken-hearted; in other ages, in distant hemispheres, when the votaries of science, with solemn acts of consecration, shall dedicate their stately edifices to the cause of knowledge and truth, thy name shall be mentioned with honor!

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THERE is nothing purer than honesty; nothing sweeter than charity; nothing warmer than love; nothing richer than wisdom; nothing brighter than virtue; nothing more steadfast than faith.



## Common School Department.

### EXTRACT

*From the Report of the General Superintendent of Common Schools of North-Carolina, for the year ending December 31st, 1857.*

Those facts of any system which can be stated in figures are not always the best signs or evidences of its condition; and in every enterprise not merely financial or mechanical, there is a kind of *tone* resulting from the whole condition of things, and answering to the pulse in the human body.

Those properly skilled in the matter in hand can easily feel this pulse and understand its indications.

Our Common School system has such a pulse surely marking the condition of its life currents; and during the years that I have anxiously observed its vibrations it has at no time manifested a tone so healthy, so vigorous and so hopeful as at present. I believe that I am in a condition to speak knowingly on this subject; but to go fully into all the reasons of my impressions would occupy too much of this report.

The returns from the counties are generally more full and more satisfactorily made out; and while the additional facts and figures of these reports indicate progress in the schools, the whole face of the returns gives unmistakable evidence of a better understanding of their duties on the part of those who make them. Our school machinery is simple & economical: it requires but few kinds of officers, and is so arranged that the obligations resting on them are of a kind that cannot be fully expressed by law.

Next to the office of General Superintendent, that of Chairman of the Board of County Superintendents is most important, and like the former parental in its character; and under our present organization a Chairman who does not feel the responsibilities of a father of a large family, can never make a successful officer. Formerly the best chairmen were, generally, in their offices, merely honest men and good financiers; now the honest application of the public moneys is considered a small part of a chairman's duties.

These officers, and the committees of examination manifest a much more enlightened sense of the spirit of their obligations; and very generally the regulations for the improvement of teachers, and for enhancing the usefulness of chairmen are better understood and better appreciated.

The capacity of the system for great and continued improvement is settled beyond dispute: the good already done is known and more properly estimated.

Insufficient local officers are now much less likely to escape an awakened public attention; and a healthy and vigorous public opinion is bringing to light the defalcations and abuses of those who once freely speculated on the public funds.

The silent, sullen and obstinate resistance of the unimproveable material among the teachers to all progress and all innovation on their



ancient right to do as they please, has been fully vanquished; and the old resource of hiding in obscure neighborhoods, and appealing to the prejudices of the ignorant, is nearly destroyed.

There are now, comparatively speaking, no frontiers, no obscure territories in which such persons can take refuge and be a law to themselves: the general law and general regulations now pervade all places, everywhere sustained by combinations that embody and utter a healthy public opinion.

Every friend of the cause feels emboldened to require the law to be executed, in its letter and spirit, in the most ignorant localities; for he feels that he no longer labors alone, but is sustained by a central power, by large educational organizations, and by a growing public opinion.

The change in public sentiment among all classes of the people is marked and cheering.

To the credit of our people, they have ever wished well to the Common Schools, even when they feared they were not succeeding; but the good wishes of the majority have been silent and hesitating, while the sneers, taunts and croaks of the opponents or desponding friends of the system were heard on every side.

There is now manifest, everywhere, a greatly improved and improving feeling; and it is most cheering to see ministers of the gospel of all denominations, professional men of every class, professors in all the colleges, and politicians of every party laboring heartily, cheerfully, hopefully and harmoniously on the platform of the Common Schools.

The Legislature, a year ago, reflected this sentiment in a remarkable degree; and at no period since I have been an observer of our pub-

lic policy was there a more general disposition on the part of the law making power to legislate with a liberal regard for the good of the cause of general education. There was in the chief Executive of the State a manly, liberal and enlightened spirit of improvement; and in the co-ordinate branches of the government, and in all important quarters, there has been a disposition to reflect this spirit.

Another most favorable sign of our condition is the disposition to form educational associations, and to act in this under the lead of the Common Schools.

North-Carolina has been a divided State; and when, soon after I first entered on the duties of my office, I expressed a strong hope that the Common Schools would be instrumental in producing a more homogeneous and a more united people, I did not hope to see so soon the signs of a fulfilment of this wish.

The friends of education and the educators of the State, like all other classes of useful citizens, long labored in discouraging isolation, without concert or known sympathy with each other.

The late lamented Joseph Caldwell, a great champion of education in his day, and at no very remote period in the past, labored and hoped in vain for more united counsels and labors; and though he had many friends and many admirers, they did not hold up his hands, nor bring their good will and good wishes into effective, co-operative action.

Shortly before I was elected to the place I fill an attempt was made to hold an educational convention in Raleigh; and after many essays in the papers on the importance of the movement, the day arrived and one delegated attended!



The difficulties in the way of such meetings had been overcome by the year 1856—and in the fall of that year a new era in our educational history was most auspiciously inaugurated in a large and harmonious meeting, in Salisbury, of many of the leading teachers and friends of education from all parts of the State.

A State educational association was formed—and in the summer of the past year it held its regular annual meeting in Warrenton, attended by a large number of delegates, and adopted a constitution.

This State association, fixed on a broad and firm basis, representing all classes of schools, and gracefully acting under the lead, and in great part for the benefit of the Common Schools, is a fact of our condition to which too much importance cannot be attached.

That it may be the more useful it is my ardent desire to see it ramify into county and district associations affiliated with it; and already seven counties are interested in associations of the kind, while a considerable number of others are waiting for the spring, to move in the same direction.

An early and valuable fruit of the State Association is the *North-Carolina Journal of Education*, got up under its auspices—a handsome monthly periodical in mechanical execution, and in literary character comparing most favorably with any enterprise of the kind in the Union.

A board of editors, located in all parts of the State, contribute to its pages: and while it is wholly devoted to the cause of education, to which it will render efficient service, it is, in itself, a bond of union among teachers and educators, and a source of gratification and encouragement to the friends of the State.

A number of counties where, by alterations, and a want of careful oversight over the whole field of operations, the district system had got into confusion, have been stimulated to adopt bold and wise measures of reform; and in these instances the boards of county superintendents, embracing the views of this office, have re-districted, or resolved to re-district their counties, making the whole system more compact and more convenient.

Chairmen have been induced to make out maps of their school districts, and others are laboring in the same matter.

The laws, formed into a new compilation during the year by the general superintendent, and printed under his supervision and sent out to the chairmen, have been more generally distributed to committees, and more carefully read; and the blanks sent out have been better filled and more in demand.

A more active interchange of opinion is going on among officers of the system and friends of the cause—statistics are in greater request, and more attentively studied—chairmen have been visiting among the districts of their counties—committees of examination are everywhere formed, generally of good materials, are paid for their services, and attentive to their duties—better kinds of school books are coming into use, and all parties, officers, teachers and private citizens entertain a stronger sense of the obligations resting on them.

In short, the system presents now more truly the aspect of a *system*, the means devised for its improvement are more sensibly felt, the agencies better understood, and the whole aspect of affairs indicates progress, and furnishes unequivocal signs of promise.



## Resident Editor's Department.

TO OUR FRIENDS—Since we have been called upon by the Printers for our first quarterly payment, for printing the Journal, we feel the necessity of urging our friends to make an effort to increase the number of our subscribers. A little exertion on the part of *every one* will double our list, before the next Number is issued, for every one can send the name of at least one new subscriber, if he will but make the effort. Friends of Education, it is for you to say whether this Journal, devoted to the cause which is dear to your hearts, shall accomplish its object or not. Some of you have done your part well. And if all who wish to see it prosper would be as active in its support, it would soon be read by thousands where it is now read by hundreds. *Are you doing your part?*

TEACHING MADE A PROFESSION.—The subject of Normal Schools, for the professional training of teachers, is now claiming the attention of many of the friends of our educational system. It is hoped, by those who advocate the establishment of these schools, that those who are thus trained will make teaching the business of their lives, and that it will thus become a regular profession. Those who are acquainted with the character of a large majority of the teachers now employed in our Common Schools, will not need to be told that there is room for improvement. Then let all who would see our system of education improved, all who have at heart the welfare of the rising generation and the future prosperity of our State, labor together until some means is devised by which our schools

may be supplied with competent teachers.

The work is a great one, and long must we labor before the end is accomplished—before we arrive at that point which some of the Countries of Europe have reached—*e. g.*—

“In Saxony no person can be licensed to teach who has not attained twenty-one years of age, graduated at a teachers’ seminary, passed one examination as a candidate for the title of teacher, served *two years as an assistant.*”

It may require generations of laborers in the cause before the standard of the Profession of teaching can be thus elevated among us. But this need not discourage us; the work must have a beginning, and shall not we have the honor of commencing it?

We ask the special attention of our readers to the articles, which we are now publishing in the Journal, on the subject of giving teachers a professional training.

DISTRICT COMMITTEES.—These committees have an important and responsible part to act, in carrying out the provisions of our Common School System. To them is entrusted the special supervision of the school of their District. By them the teacher is selected—and upon their fidelity to the trust reposed in them, by their fellow-citizens, depends the prosperity of the school. It is important then that the voters of each District select such men as will faithfully perform all the duties required of them by the school laws.

We were told, a few days since, by a member of a school committee, that it is impossible to get the voters to meet and cast their votes. This ought not



to be so. And as the next election of school committees will occur within a few days after you receive this No. of the Journal, we would say, reader, attend to this duty and vote for men who will be faithful.

STATE EDUCATIONAL ASSOCIATION.—We hope to be able to inform our readers, in the next No. of the Journal, of the place at which the State Educational Association will hold its next annual meeting. The time appointed (see Art. V. of the Constitution, published in the January No. of the Journal,) is the "first Wednesday of July;" but the selection of the place was left to the Executive Committee. We have been informed, by the chairman of this committee, that they will select the place, as soon as circumstances will allow, in order that the meeting may be kept in view, and the friends of the cause stirred up to attend, from all parts of the State, in larger numbers than ever before. Matters of great importance will be brought before the Association, and all who can should be present, to deliberate upon them.

If any of the members of the Association have any suggestions to make, in regard to the place of meeting, they should make them immediately, that they may be in time, to have due weight. We would say let the place be that which is considered the most accessible, provided the people of such place offer a cordial reception, that the attendance may thus be as large as possible.

TO EDITORS.—We have been spoken of in pretty harsh terms, by some of our brethren of the Press, for want of liberality in exchanging. We sent our first Number to every paper in the State, so far as we knew them, and would refer to the request then made of those who wished to exchange. A large number sent us their papers, thus showing that they wished to exchange with us; but many others did not thus express their desire, and we were not willing to force the Journal upon any who did not desire its visits.

It is only by chance that we found out these complaints, as we seldom see the papers that have made them.

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# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. I.

MAY, 1858.

No. 5.

## PRINCIPLES OF INSTRUCTION.

In every well-conducted school, two distinct ends must ever be kept in view by the teacher. One is the proper training of the faculties of the mind; the other is the supply of that knowledge which practical life requires. It is obvious that these objects are not identical; yet the latter generally absorbs the whole attention of the instructor. We are too apt to regard the mind as a vast receptacle, into which innumerable ideas may be forced by pressure from without. The great art of teaching is supposed to consist in a skillful use of this external means, and he is considered the most promising pupil whose nature offers the least resistance. This error has led to lamentable results in practice. Some schools are conducted in a slovenly manner, the indolence of the pupil affording a convenient excuse for the indifference of the teacher. Others are conducted on the packing system, in which as many ideas as possible are thrust into the brain in a given time.

This one-sided system is entirely unphilosophical. It is against the analogies of nature. Food is not furnished to the body by any such artificial process. The quan-

tity given to a child is regulated by the state of its health and the demands of its appetite. When the appetite fails, it is not customary to force food down the throat, nor is it allowable to indulge a voracious stomach with unlimited supplies. In these things normal nature is our best guide; and when this leads us into error, remedial means are of course resorted to. The same principle holds good in relation to the intellectual improvement of the young. Their minds must grow in a natural manner, sustained by a due supply of nutriment and exercise, and laden with no more knowledge than they are able to carry with pleasure and safety.

Healthy growth is a primary object for children, in respect both to the mind and the body. Hard work belongs to adult life. The younger the child, the more is it necessary to guard against over working either its muscles or its brain. To promote its mental development, is the first and most important point of education. This must be done by cultivating its appetite for knowledge, instead of forcing it down by outward pressure. Suitable aliment must be



provided to gratify and foster this appetite, and gentle intellectual exercise must be employed to train its various powers. Much wisdom is necessary to accomplish these objects, and no human art requires so profound an acquaintance with our common nature. Leaving out of view the character and amount of the information to be acquired by the pupil, we must first consider the kind of exercise adapted to the more important object of developing and training the intellectual powers.

The faculty of *attention* must be early cultivated, because it is exceedingly weak in children. This depends in a great measure upon the manner of the teacher, and certain peculiar gifts which Providence has not universally bestowed. He must be able to interest the learner by a thousand little turns of tact and address; and when he fails, instead of laying all the blame upon his pupil, he should be willing to believe that a portion, at least, attaches to himself. But much will also depend upon the character of the books put into the child's hands. School books for the young should be inductive rather than arbitrary. They should not be of a character to burden the memory with unmeaning sounds or unassociated facts. The perceptive and rational powers must be brought to bear upon each subject, in such a manner as to excite the curiosity and present motives for investigation. The memory can then be tasked, with far better prospect of securing its profitable exercise. When the mind becomes fond of any kind of information, it will pursue it eagerly without the aid of authority. To use an illustration drawn from the lowest forms, when a child is to learn the tables of *Denominate*

*Numbers*, as laid down in our elementary Arithmetics, the task will be relieved of one half its terrors by a familiar explanation of the objects and uses of each, and of the reasons that can be adduced for such a variety of measures. Let the teacher enlarge upon English Sterling money and the most entertaining features of that currency, and at the same time point out the advantages of our own system and its probable adoption everywhere. He will soon find his pupil interested in the subject, and willing to put forth all his exertions to master it. Again, if the geography of a particular state or country is to be impressed upon the mind, it is cruel to set a child down to commit its statistics to memory, before his mind has discovered anything in it to afford him interest. Let him first be told something about this particular region and its inhabitants which will make him anxious to know more. Appeal to the powerful law of association, and lodge first in his mind some of the more attractive facts which the case affords, and then you will have less difficulty in the remaining task.

In most of our ordinary country schools, the duty of the teacher is supposed to be, simply to hear the children recite their lessons, to lay down arbitrary rules in Grammar and Arithmetic, and to inflict some kind of punishment upon the indolent and stupid. This system is but a few degrees removed from that of the Turks and other eastern nations, in whose schools everything must be acquired as they acquire the Koran,—that is, committed to memory and recited as a chant in an unknown tongue. How can it be expected that the youthful mind can find pleasure in knowledge thus painfully obtained!



It is obviously unnatural and absurd. The object of education is to excite a love for knowledge.— This system tends to eradicate it where it exists. Persons who undertake to educate children in this way, are school *drivers* rather than teachers. The relation that subsists between the teacher and his pupil should be delicate, affectionate and confidential. All harsh discipline should be excluded, as far as possible, from the school.— The scholar should learn to regard the teacher as his guide and friend who is to conduct him through scenes of intellectual delight, and not as a grim monster, armed with the implement of torture, and ready on the slightest occasion to break out upon him in a tempest of wrath.

As the first thing is to get the child interested in his studies, not only is attention to be cultivated by gentle management, but *thinking* must be excited by well directed comments. The memory is not to be neglected, but the perceptive and comparing faculties being first brought into exercise, the repetition of tasks will become more agreeable and profitable. A child is most readily induced to think about his studies by conversation. In this consists the advantage of oral over written instruction. The teacher can adapt his style to each particular pupil, and, with a little address, start in his mind a train of voluntary reflection. His mental powers are thus pleasantly drawn by degrees into healthy action, and much useful knowledge is obtained without conscious labor. This method is especially important in teaching Arithmetic. The child ought to see clearly the reason for everything he has to do. He should understand, in working the four elemen-

tary rules, why he must *carry* at one point, and why he should *borrow* and *pay* at another. A thorough knowledge of Numeration is essential as a preliminary. When this is fully mastered, it is easy to convince a boy or girl of ordinary capacity that there is a good reason for each step necessary to be taken in the elementary rules. With a little management they may be brought to take pleasure in the exercise and make rapid progress without any compulsion.

We cannot insist too much on the importance of keeping constantly in view the principles we are endeavoring to illustrate. The primary object must not be overlooked. It is not to put external ideas into the head of the pupil, but to cultivate the mind itself, and promote the equal development of all its faculties. The intellectual food must be used to give health and strength, rather than weigh as a burden upon the learner. External ideas will flow in fast enough, where the appetite demands them. A child whose mind and body are in a healthy condition, will commonly exhibit sufficient curiosity for all practical purposes. The duty of the teacher will then be to direct this curiosity into the right channel. He must see that the painful vacuum is filled with useful and enduring information. But before reaching this stage of education, the principal task of his vocation will consist in efforts to form the tastes and habits of the pupil, and excite in his mind a fondness for intellectual exercise.

The secondary object of education is to supply the mind of the pupil with certain kinds of information. We will suppose him well prepared to receive it. Let us now inquire what are the best methods of introducing the re-



quired knowledge, and incorporating it with the mind of the learner.

It is astonishing to see what absurdities are committed under various systems of education. In almost every school of any pretensions, one may find boys laboring in disgust or despair through the higher classics or mathematics, who cannot write a decent letter to a friend, or comprehend a single paragraph of Milton or Burke. You will find girls jabbering volubly and impatiently over the metaphysics of Abercrombie or the rhetoric of Blair, who never in their lives have stopped to meditate in serious thought upon the mysteries of nature. How can the young appreciate or relish the Greek poets, before they know anything of the correct prose of their own language? Or how can they be expected to acquire any profitable knowledge of science, by committing to memory the mere propositions or conclusions of others. Yet such is the practice still in many of our higher schools, and of course it prevails in the inferior schools of the country. The memory is either entirely neglected, or is overtasked with the labor of committing every kind of knowledge. Now, we maintain that the instruction of the young is a noble art, the rules of which may be learned by reason and experience. It is susceptible of continual improvement. New light is constantly thrown upon the practice of it, and progress may be daily made in its pursuit. There is a right way and there is a wrong way to teach, as well as to do any other thing within the range of human ingenuity; and one of the most clearly established principles is this—that the natural order of the faculties should be preserved. In order that a truth may be known

it is first necessary that it should be perceived and understood, and then it may be committed to the care of the memory. This is important, not only on account of a natural law, but because under any other system the memory itself is liable to suffer. This faculty, as well as every other, depends for growth and health upon the qualities of what it feeds on. If trained to commit unintelligible sounds, it may become ever so expert in that exercise, and yet remain almost useless for other purposes. For its healthy development, it requires to be employed upon subjects worthy of its intelligent exercise. This principle will not bear to be carried too far, especially with young children; but it becomes more and more imperative as the pupil advances in his course. Merely sensual ideas are suited only to the infant mind. The older it grows, the more it demands a stronger and more nutritive aliment. Knowledge must then be introduced into the memory through the medium of the understanding. And therefore the materials employed must be of a nature to be understood.

Explication and illustration are among the most important duties of the teacher. Not only must he understand what he teaches, but he must be able to explain it fully to others. This faculty is a peculiar, and not very common gift, which may nevertheless be acquired to a respectable degree by cultivation.

The pupil being supposed to *understand* his task, it is plain that too much pains cannot be taken to impress it lastingly on his memory. And here lies the error of many of the present generation of teachers. They have adopted the "inductive method," under the belief that the



memory should not be relied upon in the acquirement of knowledge. A certain degree of contempt for this faculty has begun to manifest itself in some quarters, as if too high a rank had been assigned to it in the hierarchy of the mind. This must arise from ignorance or oblivion of its relations to our other powers. In some respects it is the highest and the noblest of them all, being constituted the guardian and defender of those intellectual treasures which other faculties have acquired. A just view of its office in education and learning, instead of diminishing its claims, leads us to place a higher estimate upon its value, and to regard it as an indispensable instrument in the hands of the teacher who knows its use.

All valuable scholarship depends upon the successful cultivation of the memory, and its importance cannot be too vehemently urged. In learning a language, ancient or modern, the idiomatic forms should be all faithfully committed, as soon as the mind is ready to receive them. This is generally practiced in the acquirement of spoken languages, but has been grossly neglected in our classical schools where Latin and Greek are taught by the slow and wearisome method of hunting for particular words in a Lexicon. Nor is the use of memory less needed in the various departments of science. The beautiful truths of Natural Philosophy and Natural History, no less than the stores of classical learning, deserve to be preserved in permanent records among our intellectual treasures. In short, whatever is worthy of being acquired, is also worthy to be retained, and a neglect of the memory is a waste of that wealth in which a superior mind anticipates the reward of literary

toil. And it is the last task of a teacher's duty to see that this faculty does its work, in garnering up for the future the harvests of knowledge that ripen around it.

J. A. W.

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THE LOVE OF HOME.—It is only shallow-minded pretenders who make either distinguished origin a matter of personal merit, or obscure origin a matter of personal reproach. A man who is not ashamed of himself need not be ashamed of his early condition. It did happen to me to be born in a log cabin, raised among the snow-drifts of New Hampshire, at a period so early that when the smoke first rose from its rude chimney and curled over the frozen hills, there was no similar evidence of white man's habitation between it and the settlements on the rivers of Canada. Its remains still exist. I make it an annual visit. I carry my children to it, and teach them the hardship endured by the generations before them. I love to dwell on the tender recollections, the kindred ties, and the many incidents which mingle with all I know of this primitive family abode; I weep to think that none of those who inhabited it are now among the living; and if ever I fail in affectionate veneration for him who raised it, and defended it against savage violence and destruction, cherished all domestic comforts beneath its roof, and thro' fire and blood of seven years' revolutionary war, shrunk from no toil, no sacrifice to serve his country, and to raise his children to a condition better than his own, may my name and the name of my posterity be blotted from the memory of mankind.—Webster.



## NORMAL SCHOOLS.

We were glad to see the article on this subject in your March number. It is one on which we have thought much; and before the reading of that article had noted down a few suggestions.

It is indeed a great work to furnish teachers for the 3500 school houses that our Superintendent says are already erected in the State. And if we could imagine a well qualified man in every one of them directing the studies, and forming the minds as well as the hearts of the rising generation throughout the State, from Cherokee to Currituck, how gratifying it would be! How sublime the idea! Can we in this generation do anything towards realizing it? Can we increase the number and elevate the character of this most useful class of men? This is a matter that requires much wisdom. No one who has had much to do, as a member of an examining committee, will say that there is not much to be done. Not so very long ago a young man who presented himself for examination was asked why he carried one for every *ten* in addition; he replied that he did not know, for *his teacher* never asked him such a question.

But, whatever may be thought advisable, after due consultation and deliberation, ought to be set on foot immediately, for it takes time, and a generation of children will pass through the period when they ought to attend school before much that is effective is accomplished. Much is now doing it is true, but much remains to be done; and one generation must take care for the next. This is a matter

that can not be left altogether to the natural course of things in which it is said the demand will create a supply. For experience tells us that many will be satisfied with such a supply as is not the most profitable. It is true that it is not altogether like the case of the simpleton who declared he would not go into the water till he had first learned to swim.

It is not all theoretical—and teaching itself to one who has any capacity, and any interest in the business, is a good school for a teacher; there is much for him to learn in that way that he cannot well acquire in any other. We expect man to gain practical skill in any handicraft trade, not by studying the theory, but by taking the tools in hand, and going to work. But still without knowing how to handle his tools he may spoil much raw material, before he makes a good workman. So here, unless a teacher who sets out to operate upon mind, and almost to *manufacture* it, is first instructed himself, he may, by his injudicious methods, injure many minds of the best talents, to that degree that the best teacher cannot afterwards correct his errors. Those who have much to do with teaching too often find this true. We make the following suggestions on this subject with the hope that some others will take it up and pursue it, till something effective is done.

I. Let a large number of Normal Schools be erected in various parts of the State, provided with teachers, apparatus, &c., at the expense of the State. The immediate vicinity, in many cases, would



contribute largely to the erection of the necessary buildings. Let them be restricted to the education of teachers, who shall have their *tuition* free, if desired, but they shall in that case be bound to teach in some county in the State a certain number of years, or refund their tuition.

Difficulties in the way of this plan are, 1. The great amount of funds required to erect and sustain enough schools of this kind to effect much towards furnishing 3500 or more teachers.—2. Properly to manage them.—3. To avoid Sectarian influences.—4. To avoid political influences.

II. Let provision be made in connection with the existing Colleges of the State, for educating teachers, allowing them so much for their tuition from the school fund, with the same condition of refunding as before.

The difficulties in the way of this plan are, :—1. To carry on two courses of study and discipline in the same institution.—2. Want of accommodations for another, and numerous class of students. 3. The professors are for the most part already occupied with their own departments. 4. It would require a peculiar talent, and a practical knowledge in reference to this subject that college professors do not always possess.

III. Let the examining Committee in each county, themselves, or some one in their employ, meet at the Court House, one day in each week, for a certain period of the year, all the teachers, or those who expect to become teachers in the county, and who may desire to attend; and there let them deliver lectures on the subject of teaching; and carry them through a series of exercise upon the studies taught in the schools. This would suggest

new ideas to many, and incite them to improve much more rapidly. We have known cases where teachers urged this upon members of the examining committee.

The Court House would furnish sufficient room; and the only expense would be the actual instruction. The main difficulty would be to find a suitable person, who would undertake the instruction, who might be compensated out of the amount received from the school fund in each county, and if this were conducted on Saturday, it would not interfere with the progress of the schools.

IV. In a similar way, let a large number of well qualified teachers be employed, who shall form circuits, and meet the teachers of different counties at their respective Court Houses, or at other places if more convenient, and deliver lectures, advise and direct about the schools, solve the difficulties of teachers &c.

They would be similar to the general superintendant, of an inferior grade, and under his direction.

A few meetings of the common school teachers with a gentleman of tact and intelligence, would be of immense advantage to many of them; in the same connection it would not be amiss to suggest the circulation among them of the most judicious work on the subject of teaching that the general superintendant might recommend. These, or some others might be given as premiums to those in each county, each year, who pass the best examination on a certain number of studies.

V. Let there be erected by the State, at least two normal Schools, one in a good location in the East, and one in the west. Then let a certain number of the promising



scholars, be selected out of the common schools in each county, and continued at the Normal schools say two years. Then they shall be bound to return to the counties whence they came, and teach at least two years, while their places are filled at the higher schools, by a new set selected in

the same way. They might then, if wise, serve as models, and teach model schools; and perhaps might be employed in their respective counties somewhat as suggested above in III. and IV. and thus tend to elevate the qualifications of teachers, by showing what is needed. E. F. R.

### HOME EDUCATION.

If we wish to remove an evil, let us always strike first at its root; and if we are oppressed by a number of evils, let us always unite first in the eradication of the most grievous. We have never known a State or kingdom to flourish while the education of its people has been neglected. True education has always been the stepping-stone to national prosperity and true greatness; and whoever attempts to reach the pinnacles without this stepping-stone, will find himself exhausted in body and mind by early exertions, so that energy will be wanting to urge him to the performance of important duties in advanced life.

By education we do not mean mere training in the teachings of books. The Spartan had an education, quite thorough in its way, too, but no part of it was derived from books. He was taught in the art of war, not for mere pastime, but as a thing to be pursued thro' life. The Spartan soldier brought up his son to the constant use of arms, and exposed him to every hardship common to a field of strife; and this was his education, an education almost perfectly adap-

ted to the purposes for which it was designed. The children of all people are educated, and the men of all nations are just what education made them: the infant becomes a child, the child a youth, the youth a man and the man decrepit, and through all these stages he will undergo bodily changes, still the impressions, the notions, the memories of boyhood will cling to him and linger around him till he falls into decrepitude, and finally go down with him to his final resting-place. How important, then, that the child should imbibe correct notions, that the lessons taught him should inculcate sound doctrines, those that will cast a living and perpetual light on his pathway! Have you thought of this, mothers? Fathers, are you making it the absorbing business of your lives? Have you ever considered that accumulating property, though it be designed for your children, is *not educating* them? Have you ever considered that even the grasping hand of the law and adversity combined can never strip your children of early impressions.

When our politicians advocate



rail roads or canals in our midst, they show us what New England and New York have done, and invite us to follow their examples. When our teachers press the importance of schools and improvements in teachings, they tell us how schools are conducted in Massachusetts or Connecticut, and point out the excellence of their system of education. This is all well enough, but never have we known any people reformed by merely being told of the habits and customs of a distant people. Something more is absolutely necessary. We would rather undertake to educate two boys properly, than to correct the erroneous impressions of one man: the former are ready and willing to be taught, and their minds will readily receive sound doctrine; but the latter, long since confirmed in early impressions, will stand as adamant to argument.

We have said all are educated, and they are in some manner. Education is a term very easily understood, and but little labor need be given to a definition of it. It is just that training, that instruction, which a child receives from those who have the oversight of it; that which tendeth to evil as well as that which tendeth to good. Those parents greatly err who think their children are only taught by their words. Your children learn more from your actions, kind parent, far more, than from words you utter to them for instruction. You sometimes say but little to them for a week, and even that little may be addressed to them in petulance, a folly which ought never to be exhibited to a child. When a man stands before a good mirror, his image is perfectly reflected; and he is enabled to judge of his own external appearance. Parents are the mirrors on which their children

gaze; but they differ from the common mirror in this, that they reflect their own images, not that of the child. How many parents think of this? Though all parents perfectly know, or may know, that every act of theirs catches the eyes of their children, and is retained by them as a thing worthy to be practiced, how many keep in mind that circumspection which should preside perpetually?

Education, if our view be correct, is a compound, consisting of impressions formed, fixed, indelibly stamped on the youthful mind by the teachings of parents, which teachings are communicated by *actions and words*. Here we speak only of Home Education. The father and mother are equally responsible for the impressions formed on the minds of their children. If the father uses profane language in the presence of his children, he may expect to hear them uttering oaths as soon as they are able to speak; and they will consider it quite an attainment to do as they have seen him whom they love. If he becomes enraged when any small matter crosses his inclinations, and gives vent to his feelings by foolish actions and unlovely words, most certainly will his children follow his example when any thing annoys them in childish pastime. If he utter a falsehood, cheat his neighbor, speak ill of him, evade the truth, disregard the Sabbath, or neglect the worship of his Creator, he may be perfectly assured that his children will do all these things, for they look upon him as their superior, and feel safe while his example is before them. If he keeps intoxicating drinks in his house, and uses them in the presence of his sons, they too will do so as soon as they may dare; and it is no justification to the father to



warn them against its pernicious effects, for the knowledge that they possess peculiar properties but arouses a curiosity in the boy that must be gratified. And all this may be said of mothers, and be no less true, even touching the most minute domestic affairs.

The truth of this doctrine is attested by almost universal experience, and scarcely can an exception be given in contradiction of it. It is true, we sometimes see the children of fathers who are bad exemplars, following closely the path of virtue; this does not take a chip from our foundation. We have all known children to have ungodly fathers and pious mothers. When such is the case, there is a struggle in the infant mind, and it will often finally and firmly cling to the teachings of that being whom it loves, rejecting all others. There are, thanks to God, many mothers in this land of ours whose kind words and sweet smiles steal away the young hearts of their children, and whose pious teachings impress them with utter abhorrence for the unholy examples of a cruel father. An intemperate, wicked man is generally a cruel, careless father, and his children will hate him; and if their mother be a kind, pious, sensible woman, her goodness will fasten itself upon their little hearts with hooks of silver, and her blessed teachings will be followed and obeyed by them through every trying storm of adversity. A wicked father may sometimes boast that his children are pious, and plead their piety in extenuation of his folly; but he is in error, and takes that credit to himself which belongs to another: his wife has been the guardian angel of his children, and from her have they received all good lessons. Such a father cannot be loved by his pious chil-

dren, because he has evinced his disregard for them, and all their holy affections are twined around her who has blessed them.

Like results will sometimes follow where the mother's examples are bad and the father's good.—But when both parents are unholy, God save the children. It must follow, as the night the day, that the child whose early impressions all tend to evil, will make a man whose sole delight will consist in violating human and divine laws. This is a truth that holds the world over, and greatly are to be pitied the parents who cannot feel the magnitude of their responsibility in such a case. If we sometimes see the son of wicked parents doing well in the world, and much respected and beloved by those around him, we are not to conclude that such in the least contradicts the universality of our rule. In such case, if we inquire, we will find that the child had the good sense to reject the evil teachings of its parents, and imbibe and obey the good lessons of some neighbor. We have often thought it a blessing to some children to catch impressions from home; and certain it is that many have become useful and respectable men and women from the fact that the wickedness of parents drove them from home, whereby they were excluded from pernicious teachings. So true is it that education makes us what we are.

There is a difficulty which, it seems to us, often makes parents stumble. They do not understand the different inclinations of their children; and while they desire to impress on all the same salutary lessons, they seem ignorant of the fact that like means will not convey like impressions on minds that are unlike. We would say to all



parents who love their children, and who desire above all things to see them become useful to themselves and ornaments to society, study the capacities and inclinations of your children first, and then use such means as are necessary to make permanent good impressions on the mind of each. If you make an impression on your child's mind which proves to be lasting, it is safe to conclude you have used proper means; but if it is apparent that no permanent impression has been made, the inevitable conclusion must be that the right means have not been used, and you must try again, and continue to try without despairing.

This study of the child's capacity and inclinations is what lawyers call a *sine qua non*—a thing that cannot be omitted, an essential—in proper education. It should be stamped indelibly on the minds of all parents, for it is the neglect or ignorance of it that produces all family afflictions arising from the disobedience of children. Beyond all dispute it accounts for the obedience of a part of our children and the disobedience of the rest. That father and mother who rejoice at the prosperity of one son and lament over the ruin of another, must not excuse themselves in the case of ruin, for they failed to use proper means to keep the wayward son in the true path. The life of parents, if they attend properly and fully to the proper education of their children, is one of unceasing watching and toil, whether we consider them in high or low stations. Any responsibility is preferable in our view to that which rests upon careless parents. The man who commits seed to the earth and neglects to cultivate the young plants that spring up, injures himself and family temporarily only; not so if he

fails to impress for good the minds of his little ones, for their minds are immortal.

Parents err in the manner of instructing as much or more than in matter. A lesson harshly communicated, however good in itself, generally makes a bad impression. A harsh tone and manner very much disturb a little child, especially if it possesses tender sensibilities; and if they do not produce alarm sufficient to render it incapable of understanding what is taught, they almost invariably create a want of respect for the instructor; and no child will be instructed to advantage by a parent whom it does not respect and love. Fathers err in this particular perhaps more than mothers. Their impatience frequently renders them irritable, in which situation they are as unfit to teach as preach. A father, especially while teaching his children, should always remember the effect produced upon himself when he is addressed sharply and crustily by a neighbor. In such case, if we are not offended at our neighbor, we form an unfavorable opinion of him, and so far from desiring to be instructed by him, we wish to avoid his presence as soon as possible. Furthermore, that principle antecedently noticed is involved here; the irritability, harsh tone and manner of the father are imbibed by the child, and it will soon exhibit them. The child being instructed as much by our actions as our words, our expressions and actions must be smooth and gentle if we would have the child's so. The father who is kind, smooth, gentle, and patient, and so appears at all times before his children, may calculate with much certainty that his sons will be smooth and forbearing, and his daughters kind and gentle; but if he is impatient,



irritable, harsh, boisterous, he may count with certainty that he will lose the respect of his children, and yet render them as unamiable as himself. If we would only be more kind, gentle and courteous, before men and women as well as our children, how much unpleasantness and mischief might be avoided in this world of strife?

Father and mother are frequently found attempting to correct their children by scolding. A person of mature age cannot be advantageously instructed by scolding, and much less can a child. Kindness is universal in its effects, both on man and brute; and the man who fails to cultivate it, shows himself destitute of the chief of christian graces. It is infinitely easier and better to rule by kindness than otherwise, and we are often surprised that so many attempt to rule otherwise. Much may often be accomplished by firm, but gentle, remonstrance, but nothing good ever was or can be effected by reminding one of a fault in harsh terms. If a child does wrong, never upbraid it with a want of sense or will to do right, but point out the right way and always leave it persuaded that you do not think it capable of doing wrong intentionally. If we give a child to understand that we think it wants sense, or honor, or inclination to obey us, we make the very worst impressions imaginable. If a man knows that his neighbors believe him willing to do dishonorable acts, the mere knowledge of this fact is almost sure to impel him to some rash deed; just so when children are accused of things of which they never dreamed. When children are guilty of faults, we do not think contumelious oburgation is in any case prudent, or even pardonable; it is always better to attribute the

wrong to error in judgment, a want of reflection, haste, oversight, or something else that will give our reproof a soft garment. It is a child's highest delight to be instructed, and all our remonstrances and admonitions should be clothed in instruction's most comely habiliments so that the child may be fully impressed with the belief that they are designed only for benefit. Scolding discourages children, makes them lose confidence in themselves, casts a shadow over their cheerfulness, renders them fretful and ill, estranges their hearts and prepares them for arts of disobedience. Chastisement may sometimes be necessary and proper, but scolding never was—never will be. It is universally true that scolding parents have disobedient, self-willed children.

True education requires every child to yield implicit obedience to the commands of parents. It is too common, particularly with mothers to utter commands without requiring strict compliance with them. Due care being taken by parents that their orders are not unnecessary and foolish, children should never be suffered to make obedience a matter for debate.—They should be taught that parents know beyond a doubt what is right and what is wrong; they should be taught that parents will only command what is right and necessary; and thus taught, they are never to suffer the execution of parental mandates to be delayed, much less omitted. Even hesitancy in children is not to be tolerated by prudent parents, for hesitancy gives rise to debate, and disobedience follows debate. They are not to consider whether themselves, their parents, or indeed any body else, will be benefitted, but simply to do whatever is comman-



ded. When a mother commands, her tone and manner must indicate that she is to be obeyed; her language must be authoritative, not imploring and persuasive. If a mother wishes her children to appear respectful, obedient and submissive, she must never command in such little loving terms as "please, do this, or 'my dear, will you do that?'"—her decrees should rather be as fixed and unalterable as those of the Medes and Persians. This is an important part of true education, mothers, and you can not observe these or other similar rules too closely. Every child should be taught that labor is as necessary as eating and sleeping, and the eternal truth, "in the sweat of thy face shalt thou earn thy bread," deeply implanted.—We do not mean that mere children are to be placed at hard labor and kept at it, but that they must be trained to industrious habits.—Idleness is a curse to any nation where it exists, and its train of evils is almost interminable. In our country no man can remain long in poverty who is industrious, and where all are devoted to industry, want must be absolutely unknown. The amount of labor that a small child can do is altogether unimportant; but if a habit of industry is not acquired in childhood, and we are left to be impelled to labor in manhood by stern necessity only, it is the most improbable of things that the man will love what the boy hated. And to succeed in any business, no matter what, we must be hourly interested, and it must even be our great source of delight to prosecute it steadily. The mind must be occupied, and it is most important that it be for good. Poverty and want invariably follow idleness, but they are only its immediate evils:

all persons, but young ones to the greatest extent, become restless in idleness; and the steady and pious portion of every community being always employed, the idle are driven to bad persons for companionship, which companionship most frequently results in a participation in crime. Let the child, then, have regular employment, it is important that it be constant, not laborious. And parents can in no degree safely relax their attention to this matter on account of their wealth; it should only increase their vigilance, for their children have peculiar facilities. However careful parents may be in training up their children in other respects, they will find a great part of their labor in vain if this part of their education be neglected.

R. H. B.

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READING NOT KNOWLEDGE.—It may be questioned whether the reading even of what are called good books may not be carried too far—whether it may not hinder reflection, promote self-ignorance, flatter with the name of a good work, and terminate in mere profession and spiritual pride. All the books in the world will not let us into the knowledge of our hearts, unless we take them there ourselves by meditation. The very innocence of the employment renders a man too careless of what should be going on within. He is like a person who, having a large acquaintance with men of agreeable manners, wide information, and good character, spends all his time among them, without looking to his domestic concerns. And the consequence is likely to be the same—a home in disorder and confusion.



## EXPRESSION IN READING.

'Tis not enough the voice be sound and clear,—  
'Tis modulation that must charm the ear.  
When desperate heroines grieve with tedious moan,  
And whine their sorrows in a see-saw tone,  
The same soft sounds of unimpassioned woes  
Can only make the yawning hearers doze.

*That* voice all modes of passion can express  
Which marks the proper word with proper stress;  
But none emphatic can the reader call  
Who lays an equal emphasis on *all*.

Some o'er the tongue the labored measures roll,  
Slow and deliberate as the parting toll,—  
Point every stop, mark every pause so strong,  
Their words like stage-processions stalk along,  
All affectation but creates disgust,  
And even in speaking we may seem *too* just.

In vain for them the pleasing measure flows  
Whose recitation runs it all to prose;  
Repeating what the poet sets not down,  
The verb disjoining from the friendly noun;  
While pause, and break, and repetition, join  
To make a discord in each tuneful line.

Some placid natures fill the allotted scene  
With lifeless drone, insipid and serene;  
While others thunder every couplet o'er,  
And almost crack your ears with rant and roar.

More nature oft and finer strokes are shown  
In the low whisper than tempestuous tone;  
And Hamlet's hollow voice and fixed amaze  
More powerful terror to the mind conveys  
Than he who, swollen with big, impetuous rage,  
Bulries the bulky phantom off the stage.

He who, in earnest, studies o'er his part,  
Will find true nature cling about his heart.  
The modes of grief are not included all  
In the white handkerchief and mournful drawl;  
A single look more marks the internal woe  
Than all the windings of the lengthened O!  
Up to the face the quick sensation flies,  
And darts its meaning from the speaking eyes;  
Love, transport, madness, anger, scorn, despair,  
And all the passions, all the soul, is there.

LLOYD.



## QUALIFICATIONS OF A TEACHER.

BY A STUDENT.

Occupying, as the student does, a different stand-point from that of the teacher, his field of vision may present some views of a teacher's qualifications which escape the observation both of the teacher himself and of his colleagues.

A few of the qualifications which it seems to a student that teachers ought to possess, will be briefly set forth.

Of course he ought to be well qualified for his post by thorough training and mental discipline, and by a full and accurate acquaintance with what he proposes to impart. But not every educated man can make a good teacher. The merely book-wise may be deficient in many important requisites. While he is learned in some particular science or language, he may be destitute of what we call common sense, and ignorant of the every day, practical affairs of life. In a practical age like ours, practical men are the best instructors of youth, other things being equal. It may be questioned, indeed, whether a teacher can be successful, even in that branch of learning in which he is deeply skilled, if his own attainments are measured by this one branch. Occasions will constantly arise in which he will need the aid of familiar examples and illustrations; and for these he will be dependent upon his general and varied store of knowledge. If this store be scantily supplied, or not supplied at all, he will be, when weighed in the balances, found wanting in a very important particular.

Paul, in laying down the qualifications of a bishop, requires him to be "apt to teach." This quality is no less essential to the teacher of secular learning than to him who ministers in holy things. A person may be well taught, and yet have no talent for instructing others, even in the things which he himself well understands. Generally, an individual who has faculties which would enable him to succeed at the bar or the pulpit, would make a good teacher. But if he be ill-fitted for these positions, he would be equally unqualified for a teacher; for the same endowments, to a considerable extent, are necessary in the one case as in the other.

The teacher ought to be a man of close observation, discriminating judgment, and well acquainted with the varied characters of youth. In other words, he ought to understand human nature. Then what seems to be a common error in teaching might be avoided. No allowance is made for the differences in boys—in their cast of mind, their dispositions, tastes, and temperaments—in their order of talent, and their greater aptitude for one class of studies than for another. "A course of study" is laid down, and each student must be carried through it, irrespective of his own aversions and preferences, just as though all went into the hands of the teacher the same raw material, with no peculiarities to distinguish one lump from another. Each mind is to be cast in the same moulds, the powers of



each are to be hammered out upon the same anvil, and each character is to be shaped after the same model, and that model to be selected by the teacher. The result is, that while the teacher, pursuing the prescribed course, is continually cramming the mind of the youth committed to his care with intellectual food, whether palatable or not, the youth is as continually laboring under mental dyspepsia, which too often results in mental imbecility.

The true teacher will avoid the many and grievous evils growing out of this system. He will perceive the bent of each mind, will cherish and develop its powers, and strengthen all the faculties in due proportion. Instead of doing violence to nature by crushing independent thought in its buddings, if that thought shoot luxuriantly beyond the beaten track marked out, he will, by the encouragement and assistance, best adapted to the present wants of his pupil, which he gives to the shooting idea, preserve the *individuality* of each mind, and draw out the intellect. In this way, there will be no danger that one power of the mind shall be stretched to its utmost tension, while another, and one capable of far greater improvement, is left comparatively unstrung. By pursuing the course here intimated, the teacher will be able, when his task has been accomplished, instead of parading a class of warped and stunted pedants as the result of his labors, to send forth educated men—their minds enlightened and their natures improved: not all similarly educated, it is true, nor, it may be, to the same extent; yet each one having received that degree and *kind* of cultivation of which his mind was capable, and which his

natural abilities most favored.

It is here attempted to mark one qualification of the teacher not so much by delineating that qualification, as by stating the conditions which it should fulfil. In order to shun the evils pointed out, and promote the good results arising from a proper course of training, the teacher must have this faculty of comprehending the aptitudes of the various classes of students which come under his instruction—must be well versed in character.

Again: The teacher ought to be a man of *originality*. Although vast fields of science have already been explored, yet there remain mines of knowledge still undiscovered; and each new development in the kingdom of mind but indicates more clearly the boundless region yet to be possessed. The triumphs of human genius during the last half century have been truly wonderful; but instead of a bating investigation, from a conviction that the greatest victories of intellect have been won, inquiry has been stimulated, and the way prepared for more astonishing achievements. Incredulity has been weakened, confidence in mental power strengthened by its past successes, and the world prepared to receive without surprise, and even to expect, more wonderful discoveries in the arts and sciences, and greater advancement in learning. Everything argues that there is a wide ocean of truth stretching far beyond the present out-posts of discovery, while past research has been toying with the pebbles on the shore. This ocean invites examination. What kind of men are to become the pioneers in this work of glory? Who are to be the inventors and discoverers of the rising generation? Who are



to reveal hidden truths and do the sound reasoning for this and coming ages? They must be the bold, independent, original thinkers of the times. And such characters as the wants of the age demand are to be formed only by those who are themselves what they would make their pupils—who are men of force of character and originality.

But especially does the South and our own State need more teachers of this stamp. Truly, among us—growing up in our midst—"there is nothing new." Content with the improvement of the people of other sections, we avail ourselves of their literary labors, use their text-books, and study the researches of their philosophers. Southern contributions to the stores of knowledge have been limited, and the South holds a subordinate place in the literature of the country. Why is this?—Not because of any natural inferiority on our part; for the Southerner has always proved himself, wherever the trial has been made, as richly endowed with intellectual power as the citizen of any other section. The halls of our national legislature, the benches of our courts, the pulpits of the land, and the rostra of the country, demonstrate this. But perhaps it arises from dependence upon foreign sources for these supplies as well as for others, the elements of which exist abundantly at home, and from our being satisfied with the supplies afforded. Let a demand for home-production be created, and labors in this field properly encouraged and rewarded, and then we may look no longer to the North to meet our wants, but to our sons. One aid to the accomplishment of this result will be the qualification of originality in the teachers of our

youth. Let them be men who will think and investigate, who will discover and invent for themselves, who will write the books we need, (for none are better acquainted with our wants, and none should be better fitted to meet them,) and who will infuse this element of originality into the minds of the young, and prepare them to cultivate in future neglected field of Southern talent.

But the teacher should be *industrious*. Mental indolence tends to mental poverty. Without diligence on the part of the teacher, his instruction will soon become stale and uninteresting. He should be a hard student himself, otherwise the pupil will soon lose his respect for the learning of his teacher, discovering, or imagining that he discovers, that he is as wise as his master. Goldsmith indirectly attributes this qualification to his pedagogue, else he never could have written of him and of his admirers, that

"Still they gazed, and still the wonder  
*grew,*  
That one small head could carry all he  
knew."

The age is progressive in every respect, but especially is the march of letters onward. "Of making many books there is no end." The student is more apt to be well posted in the literature of the day than in the musty records of the past. He is more familiar with the questions which are now engaging attention than with the lore of the ancients, because he feels a deeper interest in them, and he is inclined rather to keep pace with the advancement going on around him in the world of thought, than to brush away the fog of centuries, and become a learned antiquary. The student prides himself, too, upon 'sticking'



his instructor, and will watch for and embrace every opportunity to do this. Now, the lazy teacher is not the best suited to influence and improve the mind in its acquisitive and formative state. From session to session and year to year he goes over the same old beaten track, makes no advancement, reads nothing, studies nothing, and is profoundly ignorant of many things with which the diligent, persevering student is acquainted. Soon he not only receives, but merits, the title of "old foggy" in the reproachful sense of that term, his influence is impaired, and the student's esteem for his abilities lessened. The teacher, then, ought to be an industrious, laborious student, keeping in advance of his class in the developing as well as in the already developed branches of learning, literature, and science. He must read and study; and by thus improving himself, he will be better prepared to discharge his duties.

The teacher ought to be exclusively devoted to his business. It is to be apprehended that the cause of education has suffered much, and is still suffering greatly, because of the divided attention which teachers give to their occupation. Engaged in other pursuits, the teacher's mind is called off from the business of teaching, and by having too many irons in the fire, his usefulness is destroyed. Many of the teachers in our State are ministers of the gospel, having the pastoral charge of churches.—Here, two evils exist. They must necessarily be inefficient in both capacities. The time occupied in preparation for the pulpit trenches upon the duties of teaching, and the labors of teaching render a man unfit for the ministry. Another has his farm, and other his

merchandise, to look after, and teaching becomes a secondary consideration. If there is any one profession to which a person's whole time should be given, next to preaching the gospel, it is to teaching, which is, perhaps, next in dignity and importance. True, the compensation for teaching is generally small; and it may be urged that teachers are forced into other employments to obtain a competency. It is also true, that where the pay is small, the service is generally lame. A step towards reform will be taken in the right direction, when the teacher shall, by undivided attention to his profession, merit a more liberal support. And past experience shows that such devotion will be rewarded; for an increase of patronage has always attended the faithful teacher.

The teacher ought to be affable and courteous. It is a mistake to suppose that the only way to manage a student is to keep him at a distance by preserving towards him a cold and forbidding air.—While he may entertain esteem for learning and reverence for age, and while he may pity and excuse a policy which would treat him as a servant, yet the respect intended to be inspired by such a course will degenerate into contempt, and manifest itself in a thousand acts designed to annoy the teacher, and convince him that he has no place in the affections of his pupils. I am not at liberty here to go too far behind the curtain, and disclose all the emotions and sentiments of the student's mind, lest prejudice should appear too much to bias my views; but that teacher has but little influence with his scholars who depends for it upon haughty treatment or tyrannical discipline.



In place of the fear he would inspire, he creates hatred; by the exclusiveness which he practices, he severs every tie that unites teacher and student; and by his reserve, he chills all the warm currents of good feeling which ought to exist between the two parties. If the teacher is properly qualified in other respects, he will know how to govern by love rather than by authority; and while the student will do all in his power to gratify his teacher on account of the affection which he entertains for him, he will do no more than he is obliged to, if this affection be wanting. Besides, the sacrifice of his popularity is certain, if he is not approachable and kind, and his institution languishes for the want of support. After all, boys generally go to school where they please, and institutions of learning and teachers are not so scarce as to force the student to return to a college or academy where he has formed an abiding dislike for his preceptor.

I would not have the teacher descend from his lofty tripod, and court popularity with the student by fawning upon and cringing to him. But an affable and courteous demeanor towards students is perfectly consistent with the dignity of his position; and he may conciliate the good will of his pupils without compromising his weight of character with them, sacrificing his self-respect, or practicing that familiarity which breeds contempt.

It is supposed that as a general thing, married men are better qualified and more successful teachers than single men. It is true that unmarried men are often very efficient instructors. But the student has an idea that the bachelor is a cross-grained, ill-tempered, sour-

natured individual, having no domestic affections, and but little social feeling. His philosophy is a cold, dead system, and his learning is animated by no warm, genial human sympathies. Certainly the married man would seem to possess qualifications which the single one does not. His experience in ruling his own household, in training his own children, and in thus acquiring a knowledge which he would not otherwise have, will be valuable to him as a teacher. The teacher ought to regard his school as a father does his family, and to have for them, to some extent, the same feeling which a father has for his children. This he cannot so well do unless he has a family.

The teacher should be patient. Great forbearance is called for in his vocation. His pupils may be dull and slow of comprehension, or they may be restless and impatient of restraint. He will have constant use for the rule, "simplify and repeat." Their minds may be like the walls of a certain fortification we read of in history. The besieging general had directed his cannon against them in vain. Had they been wood, they must have been torn into splinters; had they been stone, they must have been battered down. But upon close inspection, they were discovered to have been constructed of *mud*. Patience and perseverance will finally make a breach even in the mud walls of ignorance; and by the help of these qualities, the leather-heads of the class may be materially improved.

I ought, perhaps, in conclusion, to say that the teacher should be a christian. With the requisite natural gifts and necessary learning, this qualification, which is the crowning excellence of all character, will eminently fit him for his



post—without it, he will be in want of the foundation upon which many of the virtues necessary to the teacher rest.

If the history of successful teachers be examined, I think it will appear that they have been men who possessed the qualifications here set forth.

The teacher here drawn is supposed to be qualified to fill the highest posts in his profession, in our high schools and colleges; but these qualifications are not the less essential to the teacher in any sphere in which he may be called to exercise his powers.

With the right kind of men to direct the education of the youth of our State and country, the enemy of progress and religion will soon be driven from the land, intelligence, refinement and morality will characterise our people, and Ignorance, the retarding cause of virtue and freedom, which

"Gives liberty the last, the mortal shock,  
Slips the slave's collar on, and snaps the lock,"

shall tremble on his throne and totter to his fall throughout the earth.  
J. V.

### TO PARENTS.

The State has assumed the task of educating all her children. To do this work completely, every citizen must become a co-laborer as well as a tax payer. Money must be provided, and houses and requisite fixtures adapted to this purpose. And when these have been secured many suppose, the work will go on to completion, without farther care or solicitude. This however is illusory. The houses and fixtures may be ample, comfortable and adapted, and yet no near approximation to completion in the great work of education reached. It may even go to the extent of having the children assemble and continue together the appointed number of hours each day, and still be far short of the object, sought to be attained. Parents must be co-workers with Teachers and Committee men. Parents ought to be

both teachers and learners. They have much experience and knowledge which, if communicated, would be of great benefit to their children. Thoughtful parents know this, and wish to transmit their experience and observation to their children. And when they attempt it in earnest, they soon see barriers in their way. They must study the symbols of ideas as well as the thoughts they would communicate. They soon find out the real wants of their children when they begin in earnest, the work of instruction. These wants are then felt and it will naturally result from the affections of parents, when unperverted, that they will desire their wants to be supplied and will be ready to make sacrifices to accomplish this end. Labor and care, money and time, will be cheerfully given up for a result so desirable, as to have



their children enter life with an amount of experience and knowledge sufficient to ensure their success and happiness. This home work of instruction will prepare the parents to take proper views of the wants of their children, and lead them to appreciate such agencies as promise to gratify these wants, both of parents and children.—When the school is named as the means, the parents become deeply interested and if it promises successful aid, they naturally become awake to its advantages, and soon the feelings of parents are imparted to their children, and the school becomes the prime concern of the family and neighborhood. When once the parents feel that this school is a great agent to bless our children their zeal is awakened and they become enlisted for the honor and efficiency of the school.

The school is regarded as the great blessing to the family and the indispensable appendage of the neighborhood. When the affections become aroused and attachments formed for the schools, it is not likely, they will be forgotten. Where the affections are, there will be the supposed treasure. And if the school comes to represent the main family interest as containing its cherished treasures, there will be warm feelings for the school. We need not fear parents will become too deeply interested in the physical, mental and moral training of their children; we need not fear they will prize too highly their schools and their advantages when the schools are made what they ought to be. We infer, then, from the foregoing and other considerations, that parents ought to be both instructors and learners. They ought to teach their children as much as possible, and take an interest in all the exercises of

the children at school. By so doing, they help their children and encourage them, and as parents respect and love schools so will their children.

Much of the dulness and sloth of children, may be fairly and justly charged home on parents and therefore, parents are the main sources of deficiency as well as energy to schools of every class. Will parents then seriously think, if all is done that ought to be done, and they have ample means of doing for the good of their children? If they will, we will make some suggestions bearing on the position and efficiency of Teachers, shortly.

*Iredell Express.*

**GENIUS, TALENT, TACT.**—These three elements of man's power are often confounded, and are frequently employed to express the same thought. Genius may be defined *a certain faculty which is without knowledge or experience of effort.* It is something more than mere rapture, it is a high capacity under the power of inspiration; the flash of noble thought rushing suddenly on the brain, but shaped into perfection by the spirit of order and art. Genius works from within outward, and is its own end, and then goes abroad for an audience.

Talent, however, is something practical in its operations. It is solid substance; it grasps the primary qualities and relations of things; it works from without inward. It finds its models, methods and ends in society; it goes to the soul only for power to work, and then exists in exhibition.

Tact, is the power to control and direct, as well as to realize the practical workings of common sense. It is the exemplification of sound judgment as contradistinguished from mere imagination.



## THE TEACHER'S RESPONSIBILITY.

Every art has science at its foundation. The practice of any art consists of a succession of efforts. No effort can produce a result, without one or more reasons why that result should follow, and not some other. Certain conditions inevitably cause the effort to result in failure; and certain other conditions infallibly bring success. To search for these reasons and conditions, and judiciously to classify and apply them, is to study upon scientific principles.

It is comparatively but a short time since the more useful and common pursuits of life began to be studied in this manner. For illustration, the noble sciences which lie at the foundation of the all-important pursuit of *agriculture*, have, until very recently, been almost entirely neglected. One or two hundred years ago, *medical practice* was built upon a heterogeneous collection of receipts, some of which were rational and useful, and some fantastic and superstitious.

In like manner, the science of *teaching* has not, until lately, been very extensively subjected to truly scientific investigation. The science of teaching, or didactics, is in its infancy. It is more than probable that many of the more important principles belonging to that science, are yet to be developed and established. At present, there are a great number of questions, relating to the subject, upon which many profound reasoners—men of superior knowledge and strong common sense—do very widely differ.

The science of teaching is a difficult science, requiring great dili-

gence and talent in its acquirement, and great discrimination, carefulness, and tact, in the application. Many of the principles belonging to it, can be discovered and understood only by the most acute and rigid theoretical reasoning; and many of them require for their development, long and careful observation and comparison of facts. While some of the important truths which the science of teaching embraces, may be demonstrated from self-evident premises, others can be revealed only by experiments upon a scale more or less extensive, some of them requiring for their accomplishment the combined labors of many individuals, and reaching through many years and even through many generations. This is evidently true of the sciences taught; it is also true of the science of teaching.

There is scarcely an incentive to diligence, scarcely a method of restraining disorder or vice, scarcely an expedient for making the pupil's progress more rapid or more thorough, scarcely a mode of rendering the exercises of school more pleasant or more profitable, which has not, apparently or really, both its advantages and disadvantages, and is not liable, in its application, to produce evil as well as good. In this condition of things, it is certain that to determine properly what shall be rejected and what adopted, is not unfrequently a task exceedingly difficult.

I will mention a few examples, by way of illustration.

Nothing is more common than for a teacher to point to the lives of such men as Franklin, Sherman,



and Webster, and to inspire his pupils with faith that, under our republican government, they may also, if they will, become eminent statesmen. Much good results from this course. Many a sluggish intellect is thus roused to vigorous action; and many an ardent youth is thus encouraged to press forward, with the shout of "Excelsior!" to the performance of great and noble deeds. But much harm is also done. It is thus that a crowd of office seekers, numerous as the frogs of Egypt, are trained up to be a curse to the nation. It is thus that worldly ambition is often nourished to such ungovernable strength, and it takes possession of the whole soul, and permits no attention to be paid to the divine requirement, "Seek first the kingdom of God and his righteousness." Does the evil counterbalance the good?

Many instructors think that a multiplicity of studies, and a great variety of methods of pursuing the same study, tend to dispel the monotony of school life, and to render the pupil's labors more pleasant and more successful. Yet, by this course, an unwholesome thirst may be nourished for perpetual shifting and changing, and he who is thus educated may suffer greatly from the lack of that habitual steadiness of purpose which is essential to success.

I need only refer to the existing doubts and opposite opinions among the best and wisest teachers, respecting the amount of intellectual labor which may safely be required of childhood; respecting the propriety of employing mutual emulation as a stimulant to diligence; respecting the necessity of corporal punishment, &c., as further proofs that it is far less difficult to learn

that which is to be taught than how to teach it.

The science of teaching comprehends the knowledge of that most mysterious of all terrestrial things, the human mind. Vain men may boast of their knowledge of human nature, and doubtless some do understand it better than others; but no man's shrewdness was ever yet able to fathom all the depths of the human soul. One mind alone might be a subject of life long study; but the teacher is brought into contact with a great variety of minds; and can not be infallible in his decisions upon the best methods of governing and educating them unless he perfectly knows them all.

A perfect knowledge of the science of teaching requires more than common sense; it requires extraordinary penetration and judgment; nay, it requires infinite wisdom. There is one teacher—only one—who is not deficient in knowledge of the science of teaching. Who is he? I answer that God is a teacher. By the mysterious gift of instinct, by the operations of nature, by the works of providence, or by the influence of the Holy Spirit, he is constantly instructing all his intelligent creatures; and he is the only teacher in all the universe who fully understands his work. There is no other whose usefulness is not to some extent diminished by his ignorance.

Whoever assumes the responsibility of training the young, whether as parent, guardian, or teacher, must expect to make some important errors. Still, he may not be to blame because he has not wisdom greater than Solomon's; and if he always acts according to his best judgment and ability, although he may regret the results of that conduct which better judgment



would have prevented, he may yet preserve a good conscience.

But are we not sometimes more deeply culpable? Do we not sometimes carelessly set our pupils examples unworthy of their imitation? Do we always "govern our passions with absolute sway?" Are we not sometimes impatient and fretful? Do not trifling cares and amusements often receive the attention which ought to be bestowed on our vocation? Does not love of ease sometimes too successfully tempt us to neglect the trust committed to us? Do we not often fail to improve golden opportunities for scattering the good seed which might spring up unto intellectual power, unto moral greatness, or unto everlasting life? Who can lay his hand upon his heart and say, "I have done all my duty?" I confess, I can not. And if the consequences of our misconduct extended only to things material and perishable, our sorrow might be slight and soon might pass away; but when we reflect that we have dealt unwisely and unfaithfully with immortal minds, should not our hearts be deeply grieved, and our heads bowed in bitter repentance before God?

But let us not permit this train of thought so to prey upon our minds as to discourage us, or make us habitually gloomy. The teacher's efficiency is not at all increased by despondency or despair. It is his duty to be cheerful. Our pride may well be humbled by these painful reflections; but before we abandon our vocation because of our unworthiness, let us have reasonable assurance that our places will be better filled or better vacant. As for the consequences of our guilt to ourselves, the Arbiter of our destiny is merciful; and they who seek may obtain

pardon and peace. As for the consequences to our pupils—if we do not perform all our duty, we must trust that we at least perform a part of it, and let it be our prayer that God will abundantly prosper the good seed which we sow, and cause all that is evil to die and be forgotten in the soil where it falls.

The standard at which the teacher should aim can not be placed too high. He should aim at perfection. But we should determine upon a very different and much lower standard, by which to try ourselves and ascertain whether it be our duty to enter upon or continue in the profession. The multitude fix that standard sadly too low, but I think that a few excellent men, who have held prominent positions, and whose opinions have been widely circulated, have gone too far in advance of the age, and raised the standard too high for the times. Who can tell how many conscientious individuals, imperfect indeed, but among the best that can now be obtained for the teacher's work, have been thus completely discouraged? And who can estimate the injury which has thus been done to the cause of education? The standard should be just within the reach of a number sufficient to supply the demand for teachers, unless, indeed, there are not a sufficient number who are better than none at all. It should not be at the same height in all localities; in this, as in most other matters, circumstances should alter cases. And having once decided upon our duty, after careful consideration, and according to our best judgment, we need not thereafter endure the annoyance of a wavering will or the torments of a troubled conscience, but should dismiss the subject, and calmly, peacefully, steadily, earnestly, and



hopefully proceed in the execution of our decision, until additional light upon our duty shall furnish good reason for reconsideration.

Instead of yielding to despondency or despair, let us even rejoice in view of our great responsibility. The husbandman, as he drops the seed into the furrow, rejoices in anticipation of a bountiful harvest; or as he looks upon his calves and colts, he is made glad as imagination pictures before him the strong oxen and valuable horses which they are to become. Nor is he pleased only because the produce of his fields or the increase of his herds, adds to his wealth and places him farther beyond the reach of want. He also rejoices in them because they are the proofs of his activity, and the evidences of his energy, the fruits of his labor, and the rewards of his care. Let a similar pleasure be ours, but more refined, as our vocation is more exalted. We do not cultivate the vegetables which shall soon wither and decay. Our care is not bestowed upon the unthinking brute. The hope of the nation and the world is committed to our charge. We are training those who may become useful, honored, and even eminent citizens of the state, and pillars of God's church on earth. Aye, we are guarding tender plants which may hereafter flourish in the soil of God's paradise on high.

And let us not be contented until we have conquered all evils which can be conquered. Contentment is sometimes, but not always, praiseworthy. Contentment with the insuperable allotments of God's providence is a virtue; contentment under evils which we can and should remove, or without blessings which we can and should enjoy, is folly; contentment with our own evil habits or vices is a

crime. In adversity and prosperity, through evil report and through good report, in trial, and, we trust, in triumph, let our motto be "Onward and upward!"

*N. Y. Teacher.*

**INDUSTRY IS TALENT.**—We often hear persons explaining how one man fails in the same pursuit, attributing to one a talent for his business, but refusing it to the other.

Yes, without denying that some individuals have talent, we think that the problem in question can be easily solved, by saying that the successful man was industrious, while the other was not. Bulwer, for example, is considered a man of the highest abilities as a novelist. Yet when Bulwer began his career, he composed with the utmost difficulty, often writing his fictions over twice. He persevered, however, and now stands almost at the head of his class—his latest productions moreover, being regarded as the best from his pen. Every schoolboy is familiar with the fact that Demosthenes became an orator only by pursuing a similar plan. Nor are illustrations of the great truth, that industry is talent, confined to the highest intellectual pursuits. When Girard trusted the customer without an endorser, who carried his goods home on his shoulder, the shrewd old Frenchman was acting on this truth, deduced from his own experience of mankind. All eminent persons whether mechanics, merchants, lawyers, or statesmen were industrious, from Watt and Norris down to Thurlow and Wm. Pitt. Washington, Franklin, Marshall, Madison, and every other distinguished American, were busy men. Industry is talent, 9 times out of ten.



## Common School Department.

OFFICE OF THE SUP. OF COMMON SCHOOLS OF }  
NORTH CAROLINA, April 1858. }

*To the Committees appointed to examine and pass on the qualifications of those wishing to teach Common Schools; Sixth annual letter of instructions and suggestions.*

GENTLEMEN: The fact that this sixth annual letter to examining Committees will find active and intelligent officers of the kind in nearly every county in the State is a most gratifying evidence of the progress of our Com. School System.

When I issued my first letter the condition of things with regard to teachers was very different from what it now is; and it then seemed almost impossible, in any reasonable time, to perfect efficient arrangements for the certain and constant elevation of the standard of teachers' qualifications. There were many conflicting opinions as to what that standard ought to be, and as to the best methods of bringing the teachers up to it; and in the mean time a considerable number of persons, among whom were not a few teachers, believed that no regulations on this subject would or could be generally and strictly enforced.

A few years, however, of careful effort have settled all these points; and we now have, in all the counties, a paid tribunal to pass on the qualifications of teachers, and none dare to teach without its sanction.

The wants of the public and the condition of the System of Schools are tolerably well understood and appreciated; and while all that is

needed cannot yet be accomplished, we are steadily advancing with cautious steps, in a systematic plan for the reformation and elevation of the schools.

A very large portion of the parents of the State, having been deprived of the blessings of education, are necessarily liable to honest errors as to the kind of instruction which their children need; and while this continues to be the case it cannot be expected that teachers of high qualifications will be every where appreciated. It is every way wise and just to make allowances for the mistaken prejudices of those who did not enjoy the opportunities of instruction now conferred on their children; and while this class is now almost universally in favor of education we should be satisfied with this great victory of the cause, and not endanger its farther success by violent and ultra measures in regard to the best kind of education and the most efficient method of imparting it.

Let us ever keep in mind that the mighty cause at stake is that of the universal education of the people with whom we have to deal.

We are not discussing plans for the government of a school for a particular class. We are managing a system whose object is to afford instruction to the children



of every citizen whether he be educated or not, and to obliterate from the community that vast mass of ignorance which has, heretofore, cast such a dark cloud over the prospects of our State. We cannot educate these people against their will; and considering that the chief difficulties in our way are the inevitable result of the very ignorance which we wish to remove, every consideration of prudence, of justice and of patriotism calls on us to be patient, to be tolerant of honest mistakes, to be diligent, and to be faithful to our great cause by making the most of circumstances.

Having said thus much in true justification of the plan which I have uniformly urged of endeavoring to elevate the standard of teachers cautiously, gradually, and as fast as a wise regard for the real interests at stake would permit, and no faster, I now proceed respectfully and earnestly to urge on your attention certain suggestions which, I believe, our present circumstances fully warrant.

1. We are now in a condition to elevate the standard of teachers more rapidly than heretofore. The Examining Committees have become a fixed part of the Common School machinery; and teachers and people, seeing and feeling the propriety and necessity of this feature of our System, yield a very general obedience to the laws in regard to it. Almost all classes of the people are pervaded with more correct ideas as to what is necessary in a good teacher; and teachers themselves, as a body, have vastly improved, and have also had ample opportunity and full warning to prepare for a step in advance of our present position.

The time has therefore come, to require teachers more generally to

give instruction in all the essential and elementary branches of our English education; and among these essential branches are Grammar and Geography. Few teachers can now have any excuse for not having some knowledge of these branches—and such are the facilities for learning, in almost every neighborhood, and often in families, and such the cheapness and character of text books that no one who can read, and who has capacity and who expects to devote him or herself to the business of teaching, can have any excuse but that of laziness for ignorance of these branches.

There is now scarcely any community in the State where a teacher, desiring to learn these studies, cannot find some one able and willing to give such assistance as is needed to promote their progress; and, in fact, a matured mind can easily acquire a knowledge of Geography without an instructor.

No one can read or write correctly without a knowledge of Grammar; and if there were no insuperable opposition on the part of parents, it should be introduced in some of its elementary forms; as soon as the child is able to read and to understand a rule for the construction of a sentence. The principles of Grammar should be insensibly interwoven with all our earliest instruction, after leaving the spelling-book; and in this age of discovery, of territorial expansion on the part of our Government, of rapid Commercial intercourse among all nations, and of intimate and extended international connections and interests in all parts of the world, Geography is an all-important branch of study to every class of children.

The smallest farmer, in the interior of North Carolina, has now



a direct and acknowledged interest in the revolutions in China and the explorations in the heart of Africa; and it is impossible to read satisfactorily and understandingly a village newspaper without some Geographical knowledge. Every mind that wishes to be well and practically informed is now turned to the map of the world; and the teacher who feels no interest and no curiosity on this subject, cannot feel any interest in the affairs of the world or the progress of things, and is, therefore, unfit for the position of instructor of his fellow-beings.

I know well by experience and observation that Geography, as a general thing, is the most interesting of all studies, to children—they have a natural curiosity about the manners, the people and the scenes of different countries, and they will learn to read sooner in a good Geography than in any other work. The reading of geography is like traveling—there is a perpetual and interesting change of Scenes and incidents and the mind is more easily impressed with ideas than in any other way.

It is, therefore, inexcusable in a teacher of matured faculties not to know nor want to know the principles of Geography.

The mere ignorance of the science is not in itself by any means the worst sign of his qualifications for the important post of instructor of others; it is the fact that this ignorance generally indicates a most narrow range of thought, and a great want of that kind of interest in the affairs of the world which is an essential element of usefulness, that renders him unfit for the position he seeks.

2. It is full time to require more thorough knowledge in all the branches taught; and to make the

examination, on each particular study, more full and searching than heretofore. There are now many teachers who have passed a number of examinations; and the fact that these have so often obtained your sanction to teach, so far from being a reason for a light or careless examination, constitutes the strongest argument for a more stringent course on your part. They have had time and opportunity to improve; and I most respectfully submit that it is your duty to see that they have made progress commensurate with their opportunities.

And here permit me to call your special attention to an evil which demands an immediate remedy.

A teacher, of respectable moral character, and very anxious to get a school, passes a tolerable examination, and under the circumstances, he properly gets a certificate; and after a year spent in teaching, he again presents himself to the examining committee. The committee is in a hurry, and as this applicant has once passed an examination, they ask him but few questions; and when he returns again his third certificate is still more easily obtained than the second because he has been twice licensed before.

This principle of action is wholly wrong, and will produce consequences exactly the opposite of those intended by annual examinations. *Every teacher at each renewal of his or her certificate ought to be more critically examined on all the branches on which he or she had formerly passed; and if this just and important rule is constantly put in practice, the standard of qualifications will be surely elevated, while its neglect will prevent much of the good in-*



tended to be produced by these annual renewals.

3. It is clearly the right of the examining Committee to test the character and qualifications of applicants for license to teach, by enquiring into their disposition to avail themselves of all the proper means within their reach to prepare for the faithful discharge of the duties of the vocation to which they aspire.

A number of measures, designed to facilitate the improvement of teachers, have emanated from this office, and been sustained by public opinion; and they have the recommendation of being within the pecuniary means of all, and of having been used with eminent success in many other states.

Among these is the formation of State, District and County Educational Associations; and the publication of a Journal wholly devoted to the interests of education and freighted with contributions from experienced and intelligent teachers of every class and in every part of the State.

Every teacher is able to take one copy of this Journal and to pay the cost of membership in an Educational Association; and I respectfully suggest that it is part of your duties to examine all applicants for certificates as to their disposition and conduct with regard to these matters.

All male teachers, who have once been licensed, should be asked if they have joined the State Educational Association, or are members of any County or District Society of the kind; and if they answer in the negative, it is proper to enquire into the reasons of their failure to avail themselves of such means of improvement.

The nature and objects of such Associations should be explained

to them; and they should be given to understand that proper efforts to aid in organizing County Societies of teachers for mutual improvement are a part of their duties and cannot be neglected without affecting their general character and standing with the Examining Committee.

I would especially urge that you ask all, male and female, if they take the "North-Carolina Journal of Education;" and where teachers of experience are found to be without this or any other educational periodical, or any work on the subject of teaching, wholly neglecting such means of improvement, that they be examined with the most critical care, and with the least allowance for deficiencies.

It is the manifest duty of all persons following occupations in which others are interested, to use all the means within their reach to qualify themselves for their vocation; and as it has been a constant subject of complaint that many Common School teachers for the want of means of knowing better, or from other causes, do not readily abandon bad habits, or acquire more enlarged ideas of the duties of their calling, they should, whenever it is practicable, be forced into positions where, without hardship or any burdensome expense, they will at least be in the way of improvement.

They owe it to their own characters, and to the public, deeply interested in their characters, to avail themselves of all such means as they can well afford, to gain information necessary to the faithful and useful discharge of their duties; and to be unwilling to spare a single dollar for such a purpose argues a narrowness of vision, or an indifference to the



sacred obligations of the teacher which the public should know, and which should meet with your unqualified disapprobation.

4. Since my last communication to you I have prepared and had published, under the sanction of the law, a Common School Register; and a copy for each School District of your several Counties is already or soon will be in the hands of the chairman of your respective Boards of County Superintendents. This Register is a Blank Book, with captions and ruled lines, so arranged as to enable the teacher to keep on its pages a perfect record of the School; and it is made part of your duty to examine the record last kept by every applicant for a renewal of license to teach.

The Book is very neatly gotten up, and conveniently arranged; and while it will be but a pleasant recreation to the faithful teacher properly to fill its blanks, the record, intended to be permanent, when properly made, will be of incalculable utility. This regulation will be a means of stimulating pupils to greater diligence, and the record will be useful to parents, to the public and to posterity; while the filling out of this record will be a means of improvement to the teacher, and his method of performing this duty will be an additional, and by no means unimportant criterion by which you are to judge of his qualifications. One copy of this Register is to be reserved, in each county, for the use of the Examining Committee; and you will thus be enabled, from the explanations which it contains, fully to understand its objects, and the method of keeping it.

Permit me earnestly to request you to use your opportunities of having this whole matter fully

understood by all whom you license to teach—to admonish every one to see to the careful preservation of the book, and to require each to make the necessary record of the School, and to exhibit, on application, for a new certificate, the record last made, for your inspection.

This is a provision required by law; and as it is founded in wisdom, let us at once form the habit of strict and universal compliance with its demands.

5. I would suggest that you conduct your examinations in such a way as to let teachers understand that they ought to know something of the history, character and situation of our State. As yet it has not been deemed proper to issue certificates containing History as a branch of study on which Common School teachers are to be generally examined; nor is it intended by the above suggestion to require that teachers should be well read in books concerning our local interests. But it is well known that in times past there has been a lamentable want of information in regard to their best interests on the part of the people of North-Carolina; and this want of information was naturally followed by a want of interest in the character of the State.

At one time—and in fact until recently, it was hardly possible for the masses of the people to learn much of the true character and resources of North-Carolina; and not only was this the case, but the occasional mention of our State in text books, was generally in a way by no means calculated to attach the people to their homes.

A certain amount of State pride is essential to the success of its public Schools as well as of its industrial interests; and teachers



and officers of the Common Schools having an important influence in moulding the disposition of the rising generation, should know enough of the history, position and resources of the State to imbue them with that respect for its character and welfare which ought to be impressed on the minds of its children.

There is no longer any excuse for ignorance on these subjects; and altho' I have acted an humble, but earnest and laborious part in the preparation of a School Literature pervaded with proper ideas in regard to North-Carolina, I have no pecuniary interest, direct or contingent, in these works, and can the more freely insist on their general use.

Long and careful observation has satisfied me that one of the chief difficulties in the way of the improvement of our Common School teachers is their want of public spirit; and while there are many noble exceptions, I have been greatly pained to witness the generally localized feelings and views of this class of our people. their ignorance of the system of Common Schools as a system, and of their position and responsibilities as individuals and as a class towards the system and towards the body-politic, and their consequent indifference in regard to the general progress of things in the State.

No one can be truly useful who does not understand his position in any general system of which he is a part; and I must, therefore, insist that no pains or opportunities be spared to make our teachers feel and appreciate their wants in this respect.

You have it in your power to accomplish much by questions, by rebukes, admonitions and advice;

and often a single word, or a single enquiry, in the examining room, if judiciously put, will startle the subject of the enquiry, and even others who are listeners, with a painful sense of ignorance, never felt before, and awaken desires which will lead to the most useful results.

I have so often advised with you, gentlemen in regard to the method of conducting your examinations, that it is hardly necessary even to allude to this subject now;—nor is it important to make any further suggestions now in regard to Text books, grades, and the various considerations which should influence you in granting certificates with low numbers.

In former communications these subjects have been fully discussed; and as this letter is already longer than I desired it should be, I must omit for the present all allusion to other matters of interest, and likely sometimes to occupy the attention of a good examining Committee. There is one subject, however, which I feel bound to press on your attention in every communication; and that is that no amount of literary attainments will atone for the want of good moral character. In this matter it is impossible for you to be too strict; and I respectfully and earnestly appeal to you, in the name of the immortal interests at stake, to plant yourselves immovably on this principle, and never to grant a certificate to any whom you do not know to be of exemplary habits.

On this I claim your indulgence while I quote and urge on your attention the concluding part of my last Annual Report on the condition and prospects of the Common School System of the State.

"Our character as a people, our pursuits, material resources and



geographical position peculiarly fit us for the successful management of schools; and if we will only be true to ourselves, North-Carolina will share very largely in the education of the children of the south.

For this proud and advantageous position she will be mainly indebted to the sober and virtuous habits of her population; and she will hold the position just as long as, and no longer than, her people are distinguished by these characteristics.

But all true virtue and morality are the offspring of true religion; and this brings us to the great and certain conclusion that religion is the only sure foundation of national prosperity.

This position is destined to become a fixed elementary principle of political economy; and while the light upon the subject will become brighter and the evidence more and more conclusive and overwhelming, it seems impossible even now, and without recurring to the plain teachings of the Bible, to look at the past and present condition of the world, and doubt it.

The object of all education, therefore, should be, not to learn us to dispense with the agency of God, in our affairs, but to lead us more directly to Him—to open up the mind to the Truths of His revealed Word, and to prepare the heart for submission to His control.

Education is only a blessing as a means of leading to these results, and the improper prejudices raised against it are due to the fact that promoters of "vain babblings, and oppositions of science, falsely so called," have, in certain places,

confounded the means with the end.

All the inventions and the institutions of man are powerless in themselves to eradicate a single passion of the natural human heart; and any educational system, based on any other idea, will inevitably become a nursery of pernicious principles.

Religion only can bind men into a national brotherhood of honest, forbearing and mutually supporting citizens—and without a real change of the heart, naturally selfish and depraved in all men, by the operations of God's Spirit and through faith in Jesus Christ, education is but a change of manners and not of character. "The whole world lieth in wickedness," and Christ is its only hope; and if we build our educational system on **THIS ROCK** it will stand, when all others not so established, are swept away.

We are to build on it by always recognising this principle in all our efforts at improvement—by allowing free course to God's appointed means, by encouraging a free Gospel, and by acknowledging in acts and words, that however diligently we labor, it is all in vain, without the guidance and the blessing of Him, of whom and to whom are all things."

Assuring you of my cordial sympathy in your desires and efforts usefully to discharge the duties of your important position, and of my readiness to aid you in any way that I can, I am,

With much respect,

Your friend & fellow-laborer,

C. H. WILEY,

*Sup. Com. Schools for the State.*



## Pages for the Young.

### THE TYRANT OF THE SCHOOL.

It happened that our district school was kept one year by a young Englishman, named Stanley. He had some peculiar opinions on the subject of the management of boys. Whether he was right or not, I can not say. I can only narrate my own experience.

Among the scholars was Ethan Bragg, a stout, overgrown boy, who was a terrible dunce in school, and a terrible tyrant out-of-doors. For some cause, of which I was ignorant, he took particular pleasure in maltreating and annoying *me*. I could not come within his reach that he would not either knock my hat down rudely over my face, or trip me up, or soil my clothes with a kick from a shoe well charged with mud.

Whether it was that he saw my physical inability to resist him, or that he had a grudge against me because I was always above him in our class, I do not know. I was a full year his elder, which made it all the more mortifying to me to be obliged to submit to his ill treatment.

One day, when I had been particularly annoyed by his catching me and slapping my face, and then throwing my hat into a puddle, I wandered away through a by-lane, weeping and miserable, when, as I turned to go home, I met my sister Mary. "Why, what is the matter, Paul?" she exclaimed.— "You have been crying."

Thus appealed to, I was obliged to make a confession of my griefs. When I had finished, "Well, my

dear Paul," said Mary, "you must return good for evil. I will tell you what to do. Give Ethan your bag of marbles. I do not believe he will hurt you after that."

"But, Mary," I replied, "is there not something cowardly and selfish in my trying to buy a peace in that way? I would like to return good for evil, but to do it in a way that should let Ethan know I do not do it from fear. I think I will talk with Mr. Stanley on the subject."

Hardly were the words out of my mouth when we met Mr. Stanley approaching, twirling a big stick, as if to keep his hand in practice. "What now, Paul?" said he, "Your eyes are the color of beets." Mary answered his inquiry by telling my story for me; and then asked Mr. Stanley to interfere, and prevent any further annoyances on the part of Ethan Bragg.

"Nonsense! Paul is old enough to protect himself!" said Mr. Stanley, in reply. "But he is not strong enough," said Mary. "That is his own fault," replied the school-master, "and for that he deserves all the punishment that Ethan can inflict." I began to open my eyes and ears too. "What do you mean, sir?" I exclaimed.

"I mean," said the master, "that, instead of trying to invigorate your body by healthy out-of-door exercises, this fine winter weather, you keep in the house over the fire, contenting yourself with in-door games, books, and pictures. These



are well enough in their season, but, in order to be a whole man, properly developed, you must exercise the body as well as the mind.

Bragg is a coward, like all bullies. He sees that you are feeble physically, and so he worries and plagues you; and I hope he will continue to do so till he cures you of your immoral neglect of your bodily energies."

"Immoral?"—"Yes! There may be immorality in neglect of the body, as well as of the mind. If the fault were not your own,—if you were lame or ill, and Ethan were to tyrannize over you,—I should take great satisfaction in punishing him. But, as it is, you have only yourself to thank for your sufferings. Look you, Paul——"

Mr. Stanley finished the sentence in a tone that Mary did not hear, and then turned on his heels and left us.

That afternoon, for the first time, I put on a pair of skates that my uncle had given me, and passed a couple of hours in practicing with them on the ice. The next day there was a snow-storm, and I shoveled paths all round the house.—Without neglecting my lessons, I kept in the open air a good portion of the time. I contrived some gymnastic fixtures, and rose an hour earlier every morning and exercised.

I took especial pains to develop the muscles of my hands and wrists. Catching hold of the bough of a tree, I would lift my body up till my chin was on a level with my hands. I was careful, however, not to overtask my strength. I knew that I must be very gradual in my efforts. I was methodical and regular in these habits of out-of-door exercise, allowing no inclemency of weather to interfere with them. My parents soon began to

wonder at the marked improvement in my health. My cheeks were no longer pallid. The cough with which I had been constantly troubled left me, all at once. I slept well; and I gained so in strength that I could with ease lift a barrel of flour into a cart.

For nine months I had been faithfully following this system, when one day, as I was passing along a secluded road that skirted our village, I heard loud cries, as from one in fear and distress. Turning a bend in the road; I saw a boy on the ground, with another over him, belaboring him with hearty blows. The victorious assailant was the butcher's boy of the village, and the unfortunate recipient of the blows was my old enemy, Ethan.

Without hesitation I rushed to the scene of the combat, and pulled Master Jacob, the butcher's boy, off from his victim. Jacob thereupon rolled up his sleeves anew, and remarked that he would give me "fits." Then like a young buffalo he came at me. But, as he flourished his arms in the onset, I caught him by the wrists, and held them as in a vice.

In vain did he struggle. I pulled him upon his knees, so that he could neither kick nor bite. Then, pressing his hands till he yelled with pain, I asked him if he had had enough. Jacob was in a very great rage, it was evident; but he did not care about having another turn of the screw put upon his hands. And so, when I finally inquired if he would go quietly home, without making any more fuss, he sullenly answered *yes*; and he kept his word.

As for Ethan, he could not have been more transfixed with wonder if he had seen me fly up in the air, or do any other marvelous thing. As I approached him he stared in



stupid, silent astonishment "Ethan," said I, carelessly, "you see I have turned over a new leaf.— Hereafter, any one who ventures to impose upon *me*, or upon another in *my* presence, will have first to prove that he is stronger in the wrists than I. Do you not think I am right?"

"Ye-e-s," stammered Ethan.— "Shake hands on it, then," said I. Ethan gave me his hand, but, as I squeezed it with rather too cordial a pressure, he tried to pull it away, at the same time uttering a cry of pain. "What's the matter?" I exclaimed.—"You have almost crushed my fingers," groaned Ethan, making a very wry face.— "Why do you not squeeze back again?" said I, pressing his hand again, till he uttered another cry.— "That will do!" said he, trying hard to force a smile. His last words were prophetic. The lesson proved sufficient. He was thenceforth the most peaceable boy in the school.

A week after this adventure, as I was trying to pitch a large stone beyond a certain mark on the ground, Mr. Stanley tapped me on the shoulder. "What have you been doing to Ethan?" said he, pointing his fore-finger at me. "Letting him see, at the same time," added Mr. Stanley, "what

you could do, if you would.— Well, Paul, was I not right in my advice? Returning good for evil is best shown when, having the power to return evil, we render it.

And remember this: the best way to neglect his pay.

THE WILL AND THE WAY — learned grammar when I was a private soldier, on the pay of five pence a day. The only thing that was my seat to me was the sack was my bed, and the board lying on the ground was my dining-table. I had no money to purchase a tankard or a glass, and it was rarely that I saw a light but the first time I saw even of that I was so much taken with a piece of paper that I gave it to some one else. I thought in a moment of time I had made a mistake, that I could not see the error I had to read and to write, and talking to some one else, I had a short time to think of it, and then I was free to go on with my work.

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## President Editor's Department.

**STATE EDUCATIONAL ASSOCIATION—**  
**TIME OF MEETING.**—The State Educational Association will hold its next annual meeting, as stated in the last number of the Journal, on the first Wednesday in July.

**Place of Meeting.**—The executive committee, who were directed to select the place of meeting, have not yet informed us of their decision. But we are sure of a kind reception, by the friends of education, wherever we may meet.

**Business to be prepared.**—We copy, from the proceedings of the last meeting, the following resolutions, that the matters mentioned therein may be brought to the notice of the members of the Association; and that the committees may be reminded of their duty.

**Resolved.** That a committee of four, with the General Superintendent of Common Schools as Chairman, be appointed by the President, and requested to meet at least one day previous to the period designated for the next meeting of this body, at the place named for said meeting, and take into consideration the propriety of memorializing the next Legislature of this State, in reference to such amendments and improvements of our Common School System, as they may deem best calculated to promote the cause of popular Education. The other members of that committee are Mr. Whitfield, of Edgecombe; Rev. N. Z. Graves, of Warrenton; Wm. Eaton, Jr., do.; and Dr. J. A. Waddell, Raleigh.

**Resolved.** That the Recording Secretary be instructed to have certificates of membership printed, on cards, and send them to the address of each member of the Association, before our next meeting.

We hope to hear from the committee named in the following motion, before we issue the June number.

“On motion of Rev. N. Z. Graves, Rev. C. H. Wiley of Greensboro, Rev. Neil McKay of Harnett and Prof. W. K. Blake of Fayetteville, were appointed a committee to secure persons to deliver four essays upon different Branches of education and at least two popular addresses, for promoting the general objects of this Association, at its next meeting.”

**OUR MAGAZINES.**—In an article, with the above title, written for the N. C. Standard, the writer presents the claims of “our three mouthlies”—the University Magazine, the Journal of Education and Stedman's Magazine—to the liberal support of all who would foster a home literature.

For the benefit of those of our readers who have not seen the article, we copy all that relates especially to the Journal of Education, as no language of our own could better enforce its claims.

“The object of the *Journal of Education* commends itself to every friend of education; and every intelligent man is that friend. It enters a field of labor embracing a vast scope and a variety of interests. It is no mercenary scheme. It is purely a labor of love. Its prime aim is to diffuse light and knowledge among the people, to correct abuses, overturn prejudices, elevate our Common School system, and promote in every respect the paramount cause of education. Here the best modes of instruction and discipline are to be canvassed; the duties, responsibilities and influences of educators to be discussed; and each teacher is invited to grow wiser by the experience of his fellows. By thus co-operating in a systematic plan, our



highest interest as a people will be promoted, and lasting good result. It is more especially the Teachers' Journal and to them does it look and appeal for support. They are capable of making it a mighty lever in shaping the destinies of the rising generation. But, brethren of the ferule, if we stand by and passively see it sink, with it will sink our own characters for patriotism, intelligence, and public spirit. Its interests are our interest; and for one I am unwilling to suffer the taunt that the school masters of North Carolina are too stingy and too illiterate to sustain their own bantling.

The three numbers that have been issued augur well for its future. The board of editors consists of sixteen men of ability and influence; but this is modestly suggested rather as a sign of weakness than otherwise. The responsibility is too much divided. It needs concentration."

GRANVILLE COUNTY.—We have received from the Chairman of the Board of Superintendents of Granville County an order to send a copy of the Journal to each School District in that County. We are informed, by the General Superintendent of Common Schools, that a number of Counties report considerable amounts of unexpended funds every year; and we think that the County Boards, using the discretionary power vested in them, could not better expend a portion of these surplus funds than by placing the Journal in the hands of every teacher of Common Schools in their respective Counties. In this opinion we feel sure that we have the concurrence of the General Superintendent.

LIST OF SUBSCRIBERS.—On the 3rd page of the cover, we commence the publication of the names of those who have paid for the first volume of the

Journal. As it may be some time before we can publish the whole list, we hope that those whose names do not appear immediately will be patient.—We take them in the order in which they stand on our mail-books.

1. *Theory and Practice of Teaching*; or the Motives and Methods of good School-Keeping. By David P. Page, A. M., late Principal of the State Normal School, Albany. Fifteenth Edition. New-York: A. S. Barnes & Co. 51 John St.
2. *The Teacher and Parent*; A Treatise upon Common School Education; containing practical suggestions to teachers and parents. By Charles Northend, A. M., Superintendent of Public Schools, Danvers, Mass. &c. New-York: A. S. Barnes & Co.
3. *American Institutions and their influences*. By Alexis DeTocqueville. With notes, by Hon. John C. Spencer. New-York: A. S. Barnes & Co.

We can unreservedly recommend each one of these works to the patronage of our teachers.

The first two are standard works on the important subjects of which they treat; and we would be glad to see a copy of one or both in the hands of every teacher in North-Carolina. The cost would be trifling, and the benefit very great; and it is a mystery to us how so many of our brethren of the birch and ferule can follow their most responsible callings for a long life time without ever desiring to read or hear any thing from other minds upon the subject.

"American Institutions" is well known in Europe and the United States and with the notes and corrections of the able and distinguished American Editor, could be usefully introduced into our higher schools. At all events, as a close, impartial view of the workings of the American System by an intelligent foreigner, it is worthy of the attention of American scholars.

These works are all got up with that taste and skill which distinguish the enterprising and successful publishers of "The Standard Series of National School Books."



**SARGENT'S SCHOOL MONTHLY.**  
Among the many valuable School Journals that pay us their monthly visits, we welcome none with more pleasure than Sargent's School Monthly. The three numbers before us are excellent in mechanical execution, in selection of matter and in style of composition, amusement, mental improvement and morality have their due proportion. While we are striving to furnish a Journal of Education to teachers, we should not forget that the ultimate object is the improvement of the youth of the State; and in this Sargent's Monthly, designed especially for the young, may be made a valuable auxiliary. We would be glad to see it in the hands of every school-child in the State, for we know of no similar work that promises so much usefulness.

It can be had by remitting \$1 to Eps Sargent, 289 Washington Street, Boston.

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D. P. WEIR, *Treasurer.*

Greensboro', N. C.  
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# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. I.

JUNE, 1858.

No. 6.

## MORAL AND INTELLECTUAL TRAINING OF YOUTH.

Books treating on all subjects have been so improved, arranged and simplified, that the young of the present day, in all intellectual knowledge, are placed as it were upon the head and shoulders of their parents. But though there has been so much improvement in the methodism of books, there has not been a corresponding improvement in the method of teaching. Most of our instructors teach only as they were taught; appoint lessons and hear recitations in the same way it was done a hundred years ago, merely going through what is in the book, praising those who recite well and punishing those who do not. They scarcely ever criticise so as to present to the minds of youth that which is really best for them, or explain why they pay more attention to one subject or to one division of a subject than to another, in a word they do not lecture enough. The young mind soon becomes tired of books, if some way is not devised to make them attractive; if the use and practice of them is not exemplified by something at once familiar and striking. Children—and especially young children—are more of the nature and disposition of the brutes,

are more easily influenced through the operation of the senses, and can more readily learn by having something, appertaining to their lessons and illustrative of them, which they can see, hear and feel. Teachers then should pay due regard to the different ages of their pupils, and always adapt what they say to them, to the intellectual state and advancement of their minds; being careful always to give them as much practice as possible in any study they may be pursuing; and they cannot render any thing too simple, or too easily understood. To children, theory without practice is nothing; and it is wasting time, to try to teach them anything which they cannot understand almost at once. If any study is too difficult for them, it must be made more simple, until they can step upon the first round of the ladder, then they will be ready with little assistance to mount higher.

Now, intimately connected with such intellectual training as this, is the moral training of youth, which though it is more the peculiar province of their parents, is, yet, an important part of the duty of every instructor whether parent



or not. For, as knowledge is power it is necessary that youth should be both morally and intellectually educated, that moral training should keep pace with intellectual, otherwise the intellectual education of any person does more harm than good.

The educated have so much power in society, are so looked upon by others as examples, and thus wield so much influence, that the educated man of loose morals not only damns himself, but is often the curse and ruin of hundreds. The tremendous influence of Voltaire, acquired by his giant and highly educated intellect, without doubt, made France infidel, and thus hastened and made horrible the French revolution. The writings of Tom Paine have ruined thousands of Englishmen, by making them first skeptics, then disbelievers, and so, utterly regardless of the duty of man to man. And the names of many, famed for their intellectual power, might be brought forward to prove, that it is far better for any man to live in ignorance and obscurity than to be intellectually trained, to be the moral curse of his fellowman; not considering how many there are in every town and in every village, who, though immoral, are the patterns for half their neighbors.

It might be asked, when should moral education begin? It begins in the cradle, when the child first begins to show the disposition of fallen man and ends, like all other mental training, at the grave. But the most important period of all is in childhood, the very hey-day of youth.

It is then, that the disposition is formed; it is then, that every thing that a child sees or hears is impressed upon the mind with a lasting impression which is some day

to show its color and figure with startling reality.

Then parents cannot be too particular; every act and word of their own should be for the good of their children; their friends should be friends to their children, friends to do them good by advice and example; and especially, is it important that those who are to store their minds with intellectual culture should be correct moral guides, to instill into them high moral principles. And how can teachers do this? By praising virtuous acts, and showing that the end of the vicious is always calamitous and miserable. In the study of History especially, the teacher can comment upon the good and evil deeds of its characters and the virtues, vices, and follies of nations; and thus early inculcate in his school a love for what is good, virtuous and honorable and a disgust for anything that is the contrary. He should often lecture them on morality, tell them how they will be rewarded for well spent lives, with a happy consciousness of having done right and an eternal reward hereafter; and how, if their time on earth is thrown away, they will neither enjoy the present nor the future. When intellectual and moral training are thus kept hand in hand, much good will be effected, and when they are rightly balanced, the world will again become an Eden.

S. H. W.

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☞ If I were asked from my experience of life, to say what attribute most impressed the minds of others, or most commanded fortune, I should say, "earnestness." The earnest man wins for himself, and earnestness and truth go together.—*Bulwer*.



## SCHOLASTIC EDUCATION.

Having noticed cursorily the leading features of what we consider proper Home education, which is the foundation, whether it be good or bad, upon which all subsequent acquisitions are placed, a single step brings us to the subject of schools. We believe a large majority of parents in this country, are fixed in the belief that they can discharge all the duties of parents, except those of providing food and raiment, by giving their children opportunities to attend school.— However important that instruction may be which children receive from their teachers at school, and all will concede that it is of high importance, it sinks into utter insignificance, in our estimation, when compared with those lessons which should be given at home. The perfection of a scholastic education depends in a great measure on that received under the parental roof and it is lamentable that few but teachers are apprised of this fact. The man who would erect an edifice to stand for ages, must in the first place dig deep and lay a foundation that cannot be shaken; so when a teacher wishes to make his pupil a finished member of society; home education is his foundation, and if it be imperfect, his edifice must be so.

Parents are generally quite unreasonable in their expectation as to what may be accomplished by school teachers. They sometimes send their mischievous, disobedient children to school for reformation, or as they frequently express themselves, to avoid their annoyances. This is a great and fatal error. The writer has had

some experience in teaching, and so far as it goes, it establishes the decided opinion that children who govern themselves at home will prove ungovernable at school. Our schools are not designed for places of reformation, and it is much to be regretted that any parents should so think; if the teacher can, by the greatest exertions, keep them from going farther astray, he entitles himself to the highest commendation for success. The school-master in his true sphere is a co-instructor; it is his business to assist the parents, not to take upon himself all the drudgeries of education. The parent prepares the soil for the reception of seeds, and the teacher casts them in due proportion and at proper seasons. As the farmer who plows deep and cultivates thoroughly before casting his seed, may expect to reap in abundance, so the parents who instruct their children properly at home may expect that they will be advanced profitably at school. But teachers, in the present state of society, are mere sowers, and as their seed falls on ground cultivated in various degrees of perfection, it is easy to discover why it produces in a hundred, sixty, and thirty fold.

*School Teachers.*

Without intending injustice or offence to any of the body, candor compels us to say that Common school teachers, of whom it is our business now to speak, are in general more poorly qualified for the business which they follow than any men devoted to any business of which we have any knowledge. In very many neighborhoods, an



opinion seems to prevail that those who are unfit for any other business, are just the men to preside in a Common school. When men employ masons, carpenters, or mechanics of any description, they inquire more strictly of skill and honesty than their prices; but parents pursue a different course, and are governed more by the price for which a man offers to teach than his ability to do so with success.— Strange as this may appear to men of sense, it is doubtless true of some neighborhoods in many parts of the State. The drunkard who has spent his substance and beggared his family, the profane young man of corrupting morals, and he who is really too lazy to labor with his hands, are chosen and employed because they are willing to engage for a small sum of money. Those men are employed,—the drunkard by those who profess to hate drunkenness, the profane man by those who profess to train up their children in the love of Christ, and the indolent man by those whose habits are industrious; so inconsistent are fathers in their their acts and professions.

We hold that a man who uses intoxicating drinks as a beverage, whether to that degree which is generally considered excess or not, is unfit to have the management of a Common school. Sound public opinion is against the use of spirituous liquors, on the ground that it is unnecessary in the first place, and in the next that it has a pernicious tendency in general. Another reason is, that a teacher cannot use such drinks to any extent without the knowledge of his pupils, and as they are taught in part by example, the teaching is bad so far as example can extend. Further, if a man does not govern himself prudently, there is reason to

doubt his capacity to govern others wisely. And lastly, with the evils of intemperance throughout the world before him, if a man does not feel sufficiently for his fellow-men to assist them in removing so great an evil, he will hardly feel interested deeply in the permanent welfare of little children.

A profane man should never be employed as a teacher. Children should not swear, as well because it is unbecoming as that they are forbidden so to do by the Bible.— A teacher should not swear because he ought to be a gentleman, and no finished gentleman will habitually use profane language. Profanity is offensive to those who profess to be followers of Christ, and no finished gentleman will unnecessarily offend his brother.— Drunkards, gamblers, libertines and vile persons in general, live in the daily, hourly use of profanity, and no gentleman will descend to a level with such vile persons. Public swearing is condemned by enlightened public sentiment, and accomplished gentlemen will always respect such sentiment. We say a gentleman will not swear profanely, and we mean nothing less. By the term "gentleman," as here used, is only meant one who may be considered a *complete model*.— We know that thousands of honest, honorable, and good men, are in the daily use of profane language. The reason why a teacher should be a gentleman is as plain as one's hand; his business is to teach little boys how to become gentlemen, and he cannot communicate that which himself neither understands nor practices.

Our act of Assembly that provides for the appointment of examining committees, beyond a doubt intended to exclude drinking and swearing men from the manage-



ment of Common schools. The examining committees are not authorized to grant any applicant a certificate unless he possesses a good moral character, and it is hardly to be believed that any committee will say a good moral character may be stained with intemperance and profanity. It is to be hoped that examining committees every where will discharge their duty in this particular, and that duty requires them promptly to reject all applicants guilty of either of the practices under notice.

While a teacher should have a moral character unexceptionable, it is but little less important that he be in possession of urbanity.—He is in loco parentis, and should be prepared to illustrate by practice those graces and civilities which every parent and the world must admire. There are some peculiar reasons why the teacher of a common school should possess those graces that so much adorn a true gentleman. Our State being sparsely settled generally, and the people not collected in townships as in many parts of the Union, the laboring classes, for whose benefit Common schools are designed, are almost universally rustic to a degree not to be admired. The children of these people therefore greatly need that instruction which an accomplished teacher would in no case neglect. If the teacher himself be rustic and uncouth in his demeanor, it cannot be expected that his pupils will appear easy and graceful. We do not so remark from invidiousness or any want of due respect, but it is true that nine-tenths of our Common school teachers are uncourtly in their manners to an unpardonable degree; and to be so, notoriously, is not very creditable to a body of

men in a position so respectable. We have some *petit maitres* engaged in teaching who would like to be considered paragons in civility, but their urbanity is false, and arises from affectation and self-conceit; it is infinitely worse than rusticity, because it is destitute of every trace of true gentleness. An exhibition of coxcombry is not profitable to children, and its possessor is unfit to preside in a Common school. When we speak of that politeness which every teacher should possess, we mean a knowledge and practice of those graces that render a man easy and agreeable in society, the passport of a gentleman to gentle circles.

There are some good persons who profess to admire what they call the simplicity of nature, which is neither more nor less than pure clownishness. If rusticity is the simplicity of nature, we confess we do not admire nature in that state. But we have said that men are what education makes them, and so we hold. Our philosophy scarcely recognizes such a thing as nature's simplicity. A clown is just as far from a state of nature, according to our judgment, as a courtier; they have both been clay in the potter's hands, and he presents them to our view antithetically. A slovenly, careless carriage is not a whit more natural to a man than one of ease and graceful bearing; a child will imitate whichever is presented to it in early pedestrian efforts, and this proves that courtliness and clownishness are both the result of education. It being clear, then, that a boy will be clownish or courtly in bearing, according to his tuition, parents have only to determine whether their teacher shall be rude or polished.

We hold that genuine gracefulness is pleasing in the eyes of all



men, and that it is essential to some extent to success in life. A gentlemanly bearing and affable manners have the same effect on all classes, and he who possesses them never fails to command respect. A fool may determine that he will disregard them, and men everywhere will disregard him for that determination, simply because they love gentleness and hate rudeness.—Fathers send their sons to school to be fitted for business in mature age, and politeness and courtesy being universal adjutants in success they are as much subjects for school tuition as the leading rules in arithmetic. It is important that a teacher should possess all the graces and civilities which mark true gentlemen in their intercourse, and that he should live in the daily practice of them. If our Common schools could all be conducted by such men, twenty years would produce a complete revolution in the minds and manners of our people.

We also hold that bad tuition in politeness is worse than none.—We have frequent exhibitions of this in young men who have attended some of our high schools and academies. Young men are too often taught to believe they have made great attainments in letters, when in fact they have hardly laid a good foundation; and the result of this is, that they feel self-important, and make an exhibition of their feelings wherever they go: they strive to appear men while they are yet boys. This is bad teaching, and often casts an unending shade on the pathway of young men of talents. Men of business do not recognize school boys as connected with them in any way, and a prudent teacher will so instruct his pupils. They should also be taught that men of age and experience, though they

be in error, are unwilling to be instructed by mere youths, unless such instruction comes under a very modest garb—perhaps we may say a borrowed garb. Such tuition would often enable young men to make good impressions, where otherwise they would make bad ones; and this is clearly the ultimate object of all tuition.

A man may have an abundance of book knowledge, and yet not be fit for a teacher. Common sense is no less an essential than a knowledge of books, and if a man wants either, he should never be employed to teach; if, however, we were compelled to make a choice in such case, we would always select the man in possession of common sense. Common sense is that which enables a man to act prudently under any circumstances that ordinarily arise; it is therefore essential to him in his daily intercourse with men, whatever his avocation may be. If our people could understand the business of a teacher a little better, it seems to us they would err less frequently in selecting teachers. A thorough knowledge of books is certainly essential to a teacher at this day, but it is only equal importance with common sense. A man who possesses knowledge only is a mere bauble, which may be admired for its outward attractiveness, but not valued for solid utility.

We frequently hear teachers complaining that their vocation is not duly honored and respected. It is true that Common School teachers are not ranked among the great ones of the world, and the reason is very plain to our view.—Their conduct and attainments very seldom entitle them to high consideration. We have but few teachers of Common Schools whose literary acquirements are such as



command respect. Examining committees generally will doubtless sustain us in the assertion, that one half of our teachers are shamefully deficient in the plainest rules of spelling and pronunciation.—Nine tenths of them cannot read properly, even in the easiest books for children. Some of them profess to understand Pike's Arithmetic, but cannot teach the same rules laid down by any other author; so in geography, English grammar and other common branches. Many of them are careless as to character, and exhibit but little industry. In short, the business of teaching seems to be embraced by those who dislike laboring with their hands, and are too indolent to qualify themselves properly for any calling. A good teacher must be industrious, for none but an industrious man will prosecute his studies long enough to make respectable attainments. Young men who intend to make teaching a business are too impatient, and throw aside their books before they acquire a knowledge of elementary principles. The result of all this is, that teachers in general are neither honored nor respected. But the fault is in themselves, for men cannot be respected and honored by the world till they learn to respect themselves. Men never attain a commanding position in any vocation till they exhibit therein industry, perseverance and skill; these are essential to success.

Many parents will be ready to say that we require too much of a teacher, and urge that they cannot afford to pay a price that will command the services of a man qualified as we would have him. Parents have this matter in hand, and they alone can remedy the evils of which we complain. That such

teachers as we have will never effect a reformation, we may all rest perfectly assured. By employing such men as they now employ, they have driven such men as are qualified to teach to other more promising vocations. And here it is proper to mention an error into which perhaps a majority of parents have fallen. They entertain a notion that teachers of limited acquirements and capacity will do as well as any for small children: most egregious is this error and pernicious in consequences. We have said that a teacher stands in loco parentis while children are under his tuition, and this will be readily conceded by all. We have dwelt at some length on the duties of parents, and we need only add here that a teacher has all these, the important labor of teaching letters being superadded. Now in order to establish the position that an ignorant teacher cannot even teach little children properly, we need scarcely more than ask, do ignorant and imprudent parents in general train up their children as well as those who are prudent and well educated? They evidently do not; and since a teacher more than fills the place of a parent, the necessity for his being well informed must strike forcibly every intelligent mind. It is important, too, that parents should know and constantly bear in mind, that early impressions are seldom entirely erased, and such being the case, those erroneous impressions which a child receives from an ignorant teacher are extremely dangerous, because we can in no case be certain that even the skill of a good teacher will correct them. It is safe then to assert in general, that the employment of ignorant teachers is worse than throwing away time and money. It is certainly a



matter of the very highest importance, and common observation should convince every man of the fact, that children be taught correctly in letters as well as all things else. A child cannot be trained up in the "way he should go," unless the true way is pointed out to him.

To point out a remedy for the present scarcity of good teachers is easy enough. Parents must discontinue the employment of immoral, low-bred teachers. We have known the erection of a public building to be let to the lowest bidder, and the general result is that the work is half done: not that we have no good workmen, but that they will do their work honestly and have a fair compensation; and dishonest men, or what is equal, those who do not understand their business, make the lowest bid. A similar policy deprives us of the services of good teachers. Let it be known that good teachers only will be employed, and we venture a want of them will only be experienced for a short time. A certainty of employment at reasonable wages is all that is necessary to induce men to qualify themselves for any business that is honorable; and public opinion has made our present teachers ignorant, simply by its forbearance. A man must labor much to make respectable and useful acquisition in letters, and the mass of men must be compelled to this labor by public opinion or necessity.

We are convinced that teachers generally err greatly in striving too much for what may be termed the *apparent* progress of their pupils. Children are frequently overburdened with studies—books—and hurried from one to another without a thorough knowledge of any. This is bad policy, and we

believe it is pursued by schools of considerable note. But few of our teachers, in fact but few of our people, can spell many of the words in common use, and for the reason that they were taught to throw aside the spelling-book without studying it thoroughly. The same may be said of reading, writing, and the sciences generally; teachers are not sufficiently careful to have their pupils understand thoroughly whatever is placed in their hands. A superficial knowledge of books very seldom benefits a man, and almost universally it places him in a position that invites the ridicule of the unlettered as well as the learned. Since children are only sent to school that they may be benefitted, let it always be borne in mind by parent and teacher, that a thorough knowledge of whatever is undertaken alone will benefit.

Parents must not appear anxious to have their children run over many books, lest the teacher be thereby made to err through fear of incurring their displeasure; they should rather inquire often how well they understand what they are about to lay aside. We advise parents never to put their children under the tuition of a teacher who strives to show the world that he can take a boy through books as easily as he could lead him over a plain of flowers; such a course is ruinous in any view.

#### *Recapitulation.*

Having said much on the qualification of teachers, it may not be amiss to recapitulate.

1. All teachers should possess a good moral character.
2. A good moral character is vitiated by the use of intoxicating drinks as a beverage; by profane swearing; by frequently speaking ill of one's neighbors; by violating



frequently and openly any of the well established rules of good society; by keeping the company of persons of ill fame.

3. A mere knowledge of books will not make a good teacher; Common sense is an essential.

4. A good teacher cannot neglect true courtesy and politeness, and he must be easy and graceful in carriage and deportment.

5. He must be a gentleman.

6. He must possess a thorough knowledge of spelling, reading, arithmetic, geography, history and English grammar.

In enumerating the branches which should be understood, we speak only of teachers for common schools. We hold that no man can teach successfully and correctly any of the lower branches without a knowledge of English grammar, and that Examining committees throughout the State ought to require no less upon examination for certificates. Many will doubtless disagree with us on this point, but we do not deem it necessary to argue the subject at this time. If committees will unflinchingly require a good knowledge of all those branches, the difficulty of supplying the several school districts will be removed in three years: young men of talents will devote themselves to study, and continue their efforts till they are fully qualified, because they have a certainty of employment for the future.

This policy would insure good teachers for all the districts, and measurably establish regular prices for their services. When all are thoroughly qualified for what they undertake, there ought to be but little, if any, difference in their compensation.

#### *Female Teachers.*

When most of the children in a

district happen to be of tender age, we believe parents will frequently find their interests promoted by the employment of sensible women.— A woman who delights in teaching, is infinitely better fitted for the government and training of small children than a man. They are more patient generally, and are therefore better prepared to make just allowance for the departure of children from established rules.— Their explanations are better adapted to the minds of children, and their soft and gentle manners are sure to gain tender affections. They rule by kindness, that universal agent in effecting good. Women who undertake to teach, are generally better qualified than men. So far as our experience goes in the examination of applicants for certificates, ladies have invariably acquitted themselves with the highest credit; not so with our own sex, scarcely one in ten of whom could read an interrogative sentence correctly, or spell six words successively. We do not make these remarks to disparage any just claims of our sex, or to flatter our fair readers, but simply as a true relation of what has fallen under our observation. Since we find women possessing a better knowledge of what they profess, it is our right and duty to conclude that they will teach more thoroughly what they undertake; and therefore that they will make better teachers. The religious training which children receive from female teachers weighs much with us. It is worth more than that received from a score of men, and its impressions will never forsake us.

It is unfortunate for North Carolina that so few of her daughters have embraced teaching. Hitherto, those who have had the advantages of liberal education, ap-



pear to have considered teaching degrading to them. This is a false notion, and it affords us pleasure to have some evidence that it will but little longer be entertained. Liberal education has mostly been enjoyed by the wealthy with us, and there is no necessity that they should teach, being blessed with an independence.

But have we no means to educate our poor daughters who possess talent of a high order? Can we not embrace and improve a policy that has been so successfully pursued by others? Let those of us who have but little to give our daughters, provide for their liberal education, and encourage them to embrace teaching. It is an honorable business in any land. and we see no reason why even a lady of good fortune should feel degraded by it. Our doctrine is, that every member of a community ought to be engaged in something that will benefit society; but if the wealthy can engage in any thing else that will more promote the public weal, let them leave teaching to those equally gifted, whose circumstances are more necessitous. Thus we shall all have a field in which to labor, and the harvest shall be enjoyed as common property. Property is not viewed in its true light in North Carolina, its possessors being taught that they are to appropriate it to their own enjoyment, without any regard for the public good. Every man of wealth who wishes to promote the happiness of those around him, will feel it his duty to invest his means in some business that will give the poor profitable employment; and every State in which this policy prevails will soon become prosperous and happy. Where this policy prevails, the rich and

poor are mutually benefitted, and all jealousies are suppressed.

Why should a lady feel it degrading to take charge of a Common school? Common schools have been the pride and boast of New England, and they have contributed more than any other institutions to her happiness and prosperity.— If there is any reason why a lady should not delight in diffusing knowledge, we have no idea where or how it is to be found. In the counties of Randolph and Guilford there are some very pious and intelligent ladies presiding in Common schools, and public sentiment is applauding them for so doing. Will not other counties follow the good example? The cause of education is peculiarly the cause of the pious, and surely they cannot labor in one more noble. To parents we say, educate your daughters; and to daughters our advice is, let it be your delight to teach little children, since “of such is the kingdom of heaven.” R. H. B.

#### KINDNESS IN LITTLE THINGS.

—The sunshine of life is made up of very little beams that are bright all the time. In the nursery, on the play-ground, and in the school, there is room all the time for little acts of kindness that cost nothing, but are worth more than gold or silver. To give up something, where giving up will prevent unhappiness—to yield, when persisting will chafe and fret others—to go a little around, rather than come against another—to take an ill word or a cross look quietly, rather than resent or return it; these are the ways in which clouds, storms are kept off, and a pleasant and steady sunshine secured even in very humble homes, and among very poor people, as well as in families in higher stations.



## EMULATION A GREAT INCITEMENT TO EXCELLENCE.

*Shown in the case of the Greeks.*

The superiority of the ancient Greeks in literature and the arts, has often been a theme of wonder and admiration; and many causes have been assigned to account for this striking phenomenon. There is one however which has not received the notice it deserves, to which we desire briefly to call attention.

I mean the intense spirit of emulation, the panting desire to excel, which distinguished that people beyond those of any other age or country. The origin of this passion, it is not my purpose to trace, or to investigate the causes which made the bosoms of the ancient Greeks burn with such an intense enthusiasm of competition—such an absorbing spirit of rivalry, in every pursuit. Certain it is that for more than a century this was the very soul of Greece: Plato said that “the national spirit of the Lacedemonians, the passion for victory was rooted in their breasts; all their habits tended to inflame it.” Cicero says that Greece always claimed the palm of oratory, though they were fonder of contention than of truth; and Horace remarks that “the Greeks animated alone by ambition, have excelled in letters;” and the Athenian historian, Thucydides, tells us “that they aimed at a *perpetual possession*, and not at a mere temporary effort.”

And the great Athenian orator expressed the feelings of every one of his countrymen when he said that Athens had wasted more blood and treasure merely to stand foremost and take the lead, than other

nations had expended to defend their dearest rights.

Almost at the dawn of existence, even in the days of childhood, in their efforts and amusements, to excel their companions, was the principle inculcated into every Greek. As they advanced in life, emulation entered into everything in which they engaged, and became the ruling principle of their souls.

In the education of their youth, there was no retired study—no insulated independent effort—their minds were formed by an incessant struggle with each other—not cast in one regular mould.

As they strove with the grasp of desperation in the palestra, so mind was perpetually grasping with mind—ever active, contention and dispute were their delight—mental superiority their only object of ambition, greedy of nothing but praise.

This emulation to excel was cherished and exalted into a religious principle by the public games; and especially by those of Olympia, which exerted an influence unparalleled in any other country.

Here the mightiest energies both of body and mind were called forth. Here the combatants were to contend, not before the people of their own town or village. But the immense population of Greece assembled in one vast concourse to witness their victory or defeat. No wonder that parents expired with joy in the arms of their children as they saw them crowned with the wreath of victory. No wonder that the desire to excel, thus cherished, infused an almost superhuman en-



ergy into the genius of Greece.

Says Kitto, "These games taken in connection with the early training by which they were preceded, and of which they were the natural result and reward, were a *grand educational system*, bearing primarily indeed in favor of the physical development, but also tending directly and powerfully to advance the highest intellectual and moral culture. The exercises through which the child, the youth and the man were stage by stage conducted, each in succession becoming more difficult and complex, as the bodily powers came into play and acquired vigor, were admirably adapted to give that union of strength and beauty, in which physical perfection consists, and in which the Greek nations probably surpassed every other known people. But the vigor and energy which ensued imply health and hilarity: hence arise humane, kind and generous dispositions; so that a good state of the body, promoted moral soundness, combined with bodily vigor, guaranteed intellectual activity and mental power.

The existence of these exercises and these games in each separate state secured the development and activity of those feelings which made his own country to each one most dear and venerable; while a narrow and selfish patriotism was greatly prevented, and emotions which embraced the whole Hellenic race, were enkindled and fostered by those general meetings, which, from time to time, called together, especially at Olympia, all who were not aliens from the Greek commonwealth, marked out by the use of that noble instrument of speech, the Greek tongue.

Nor was this all—this energy of genius, if brought into action under other circumstances, might have

been wild and extravagant: but the peculiar circumstances of Greece, called it forth in the strictest conformity to the dictates of nature and a refined taste.

One of these circumstances was the form of their government, which, while it opened a boundless field for competition, gave a native business cast to all their mental efforts. Emphatically the government of the people, by whom all measures were decided, it had but little of the security and firmness of the constitutional States of modern times. In addition to this, the rich and the poor, jealous of each other, were constantly endeavoring to gain the ascendancy.

Thus a spirit of competition acted on the minds of the Greeks in every period and condition in life.

As to their most important interests, they were a nation of men, brought into an incessant contest of intellect and feeling. In respect to poetry and the fine arts, this passion to excel was developed under circumstances the most favorable we can imagine—not in a country exposed to the withering influences of a torrid clime—not where the eye rested on the arid plains and joyless deserts—tending only to enervate the mind, and blunt the edge of genius—not under the cold and inclement skies of the North, where they saw nothing but snow and ice, or were enveloped in mist and fog, chilling the finer feelings of the soul, and blasting the buddings of genius. But in a country whose broken surface, ever varied in beauty, was clad with the eternal verdure of Spring—with a climate the most soft and delicious of any on the globe—with a sky of the purest azure and of so intense clearness, that by his silent gaze the Greek seemed to penetrate the very heavens.



The noblest scenery of our globe was spread out around him. He looked upon the bold and lofty steep of Olympus whose summits were bathed in the blue vault of heaven—he trod the vale of Tempe—plucked flowers on the banks of the Illyssus—and drank from the fountains of Castalia and Helicon. From the Acropolis at Athens, he looked toward the Egean sea studded with its hundred isles—on the one hand were the plains of Platea and Marathon; on the other the straits of Salamis, the scenes of his country's glory, and associated with the holiest recollections—everything around him, and within him, urged him to tread the path of glory. Under such circumstances the effusions of the past came forth from a glowing imagination, imbued with the noblest spirit—a spirit which still lives and breathes, and renders them immortal.

Thus, too, were perfected the imagination and taste of the painter and sculptor. The love of excelling acted on their creative minds, where in the palestra and games, the finest and best proportioned forms that ever came from the hands of nature were constantly presented to their view. Consequently, they sculptured marble, true to nature and breathing with life. They executed statues which have justly been the admiration and wonder of all succeeding ages.

The Greeks wrote—they labored, they painted for immortality and they have obtained it.

The love of excelling acted on the mind of the orator in the land of freedom, the orator's natal soil. The popular government of Greece gave an opportunity for the highest talent to exert its utmost influence. How much more adapted to create the highest eloquence were the circumstances of Greece when strug-

gling for existence, liberty and power, than of Rome in the days of Cicero her proudest orator? It was no idle contest for party strife—not for ornament and display that the Greeks employed the all-prevailing influence of their eloquence, but in cases of real interest—of momentous importance—where national liberty and independence were at stake—where the fate of the nation depended on the decision of the hour. It was employed to rouse the slumbering energies of the people against a domestic or a foreign foe. But on the other hand some of the most admired specimens of Roman eloquence, are on topics of minor importance, exhibit more of art and display—no subject of great national interest, if the conspiracy of Cataline be excepted, ever called forth the eloquence of Cicero.—Rome, proud mistress of the world, enjoying universal dominion, was in no danger from a foreign foe.

With all the emulation of excellence, thus directed, is it wonderful that the orators of Greece arrived at a point of perfection never since surpassed? With a spirit of emulation, acting under such impulses, is it wonderful that Greek literature should have been so eminently distinguished for simplicity, force and beauty? That it should present us so perfect a picture of nature? Under these circumstances, poetry and eloquence acted on minds not yet dulled by custom, or stupified by indolence, or trammelled by rules—they spoke from the genuine impulses of nature, and they spoke to nature beaming from the breast of every Greek; and thus situated they could not fail of consummate excellence. In the eyes of such men, noisy declamation, affected



sentiment would appear ridiculous and contemptible.

The genius of Greece, like her once proud Parthenon, stood forth to the world in majestic simplicity and grandeur, the admiration and model of all succeeding ages.

But in many respects we have all the advantages that they had; and in order to attain to that height of excellence, to which we ought to rise, do we not need more of that noble emulation that would raise a mortal to the skies, not that which would tear an angel down? The more we compare ourselves, not with and among ourselves, but with others, the more we shall see our deficiencies, and be spurred on to new efforts, and new conquests.

E. F. R.

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**TEACHING.**—We have frequently seen notices of retaliation on the part of pupils for chastisement inflicted by their teachers, even when the punishment was most richly merited. We saw in an exchange, a few days since, an account of a case in which the pupil stabbed his teacher in the side, because he attempted to punish him for some improper writing in the books of a female scholar. Ought there not to be some specific law in regard to so important a matter as the relations between our children and their tutors? There is no country in the world in which more is expected of a schoolmaster or mistress than in the United States, and in which they are vested with so little authority. In Europe, and more especially in Germany, the tutors exercise the same authority over pupils, while at school, that their parents have at home; and in fact, in Germany, the parents have no control in the matter of

governing them after they enter the door of a school-house, and the beneficial result of such a system is demonstrated in the thoroughness of their education and training. The amount of responsibility and trouble devolving upon teachers is very great, and when a scholar is perverse, and will not devote himself to his studies when admonished or kindly persuaded, a more forcible argument must necessarily be used, and the law ought to sustain the tutor in its infliction to a proper extent.

We do not mean to uphold anything like tyranny on the part of those who are entrusted with the mental culture of our children; but it is obvious that, unless they are sustained in the discharge of their duties by some show of authority, they cannot succeed in the arduous task of imparting knowledge to those who will not heed any other argument than a forcible one. "As the twig is bent the tree's inclined."

*Richmond Whig.*

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**HABIT OF THINKING.**—Thought engenders thought. Place one idea upon paper, and others will follow it until you have written a page. You can not fathom your mind. There is a well of thought there which has no bottom. The more you draw from it, the more clear and fruitful it will be. If you neglect to think yourself, and only use other people's thoughts, you will never know what you are capable of. At first your ideas may come out in lumps, homely and shapeless; but time and perseverance will arrange and polish them. Learn to think, and you will learn to write; the more you think, the better you will express your ideas.



## EMULATION IN SCHOOLS.

Ambition has been called the last infirmity of noble minds; yet how often is it the first impulse to their nobility! A generous emulation acts on the mind like the fairy in the legend of romance, who guided her votary amid innumerable difficulties and dangers till she led him to happiness. To awaken the pupil's ambition should be the first object of the teacher; for until that be awakened he will teach in vain. This is the reason why so many eminent men have passed through school with so few honors, and afterward have won so many from the world. They have been the 'glory of the college and its shame;' and not until their energies were aroused and their ambition stimulated by the stirring strife of the world, did they exhibit those faculties which have made memorable an age or a country. Had not these men genius at school? Certainly! It was only dormant, like the strength of the sleeping lion. And many boys have been thought dunces at school, because their teachers had not penetration and sagacity enough to discover and develop the latent spark of intellect within them.

We all know the history of Patrick Henry. He gave so little promise of mind, that when he went to be examined touching his qualifications to practice law, one of the gentlemen appointed to examine him absolutely refused the duty—he was so struck with the unpromising appearance of the applicant. Yet, but a short time afterward, Henry made his great speech in the 'Parsons' case.' His talents were so little known, even

to his father, that the old gentleman, who was one of the judges, burst into tears on the bench; while the people raised their champion on their shoulders and bore him in triumph through the streets. How much sooner would have been the development of Henry's mind if his emulation had been earlier aroused, and a fit opportunity had been given him for display. And when he was driving the plow, or officiating as the bar-keeper of a common tavern, or roaming wild through the woods in pursuit of deer, if he had met with a teacher who could appreciate his abilities, who would have taken him by the hand, assisted him in his studies, excited his ambition, talked to him of the immortal names of history, and cheered him on to emulation, we should now look back upon him, not only as our Demosthenes, but his own glowing pages would have been the best monument of his renown.

Dr. Parr, the celebrated teacher, who used to boast that he had flogged all the bishops in the kingdom, and who, whenever it was said that such and such a person had talents, would exclaim: "Yes, sir; yes, sir; there's no doubt of it—I have flogged him often, and I never threw a flogging away;" this reverend gentleman was remarkable for discovering the hidden talents of his pupils. He was the first who discovered Sheridan's. He says: "I saw it in his eye, and in the vivacity of his manner, though, as a boy, Sheridan was quite careless of literary fame."—Afterward, when Richard felt ambitious of such honors, he was



thrown, as Dr. Parr says, 'upon the town,' without resources, and left to his own wild impulses. This, no doubt, was the cause of many of Sheridan's errors and wanderings, which checkered the whole of his splendid but wayward career. A teacher wanting the observation of Dr. Parr might have concluded that because Sheridan would not study, and no inducements could make him apply himself, he wanted capacity. This was the case with Dr. Wythe, his first teacher, who did not distinguish between the want of capacity and the want of industry. It appears from the exploits of the 'apple-loft,' and the partiality which Sheridan's school-mates entertained for him, that he was more ambitious of being the first at play than the first at study. Sheridan had not then verified the proverb of 'good at work, good at play;' but it often happens that he who wins the game among boys afterward wins the game among men, when there is a far deeper stake, and when, too, there is not half so much mirth among the losers, and, alas, not half so much happy-heartedness with the winner.

There are few young persons who do not feel the thirst of emulation—the panting to reach the goal—when once their faculties are aroused by an appreciative teacher. They forget how many have fallen in the race; how many have been pushed aside by the strong and determined, who, in their turn, have shrunk from those of higher powers. How much circumstances have done—circumstances which seemed but a feather wind-wafted any and every where! How often the best-laid schemes, the profoundest plots, the most cunning contrivances, have passed away like the bubble on the stream,

or turned to the ruin of those who were exulting in their handiwork! How often the best talents, adorned with every virtue, have fallen before inferior talents, disgraced with every vice! Yet, nevertheless, the development of the talents and character of those who have struggled through difficulties and danger to eminence and power is interesting and instructive, no matter whether the individual used good or bad means to attain his ends. And if interest attaches to him who struggles ardently in a bad cause, how much more does he excite who struggles nobly in a good one! Our Washington, no doubt, in contemplating the actions of Caesar and Cromwell, felt that if they dared so much for mere selfishness, he could dare more for patriotism; that if they pledged life and fortune for their own success, he would pledge 'life, fortune and sacred honor' for the success of his country. Besides, to show to aspiring ambition the rock on which so many split, victims to unhallowed passions, is as salutary as the Spartan's practice, when he exhibited his intoxicated slave to his sons, that they might shun the beastly vice to which the menial was a victim. And again, to show, on the other hand, the undaunted perseverance with which so many great men have struggled in a good cause, is to lead by the hand the unsteady and the wavering until their foothold is sure. A great author used to observe that, whenever he sat down to write, he always placed the *Iliad* on the table open before him; "For," said he, "I like to light my taper at the sun." And certainly, the actions of an illustrious individual may be said to be a great moral luminary, from which all who choose may borrow light. That which



elevates us above the brute, which does us service, is moral energy; which, like the fabled gift of the alchemist, extracts gold—golden rules, at least—from every thing around us. It determines us in the pursuit of that which we seek, with the spirit which may become a man.—*Illinois Teacher.*

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SYMPATHY.—An interesting scene occurred at the meeting of the Bradford County Teachers' Association, which was held at Merriall, on the 12th, and 13th of February; an incident, which most touchingly illustrated the strengthening, soothing influence of sympathy, and also the fact that this principle, or passion, predominates in the female portion of our species.

Two young ladies, whom for the present purpose we will call Martha and Eliza, had been appointed, at a previous meeting, to read Essays before the Association. Martha had always resided in the place where the meeting was held, and Eliza lived with one of her nearest neighbors when they were both little girls. Since that time, they had not only lived and played together, but had been pupils at the same school, recited in the same classes, and eat at the same table. Martha being the first appointed, was to read first; but both went upon the platform together. The house was full, and many came six or eight miles, almost on purpose to hear the Essays of Martha, whom all knew as a girl brought up among them, and who had spent some time away at school, and of Eliza whom all had known as a lively, active, quick-witted, fun-loving little girl. Martha commenced hers and read with a soft but somewhat trembling voice, while

poor Eliza, who was the youngest, stood by her side, growing more and more frightened, as her companion drew nearer to the close.—Martha stopped, and Eliza was to begin. She opened her mouth, but words refused to do her bidding. Finally she read a few words and dropped her paper from before her face. Every body in the house was gazing at her—she tried again to go on, read a line or two, and burst into tears. All trembled for her, and would have helped her if they could have done so; but they were only able to *look* encouragement. But Martha, who stood near her, came still nearer, and putting her arm around the waist of her sobbing companion, drew her close to her side.

This was enough. The magnetic influence does not more surely or rapidly pass from the positive to the negative subject, than did the sympathetic, on this occasion. Eliza dashed the tears from her crimsoned cheeks, and deliberately read a most beautiful Essay, upon the Study of Rhetoric. Many a moistened eye gave evidence that this secret sympathetic influence was not confined to the two who stood upon the platform. We know not which most to admire, the one who extended her arm to encircle a sister when assistance was needed, or the composure of the one who, but a moment before, was too much agitated to read her own thoughts. Who but a woman would have done as Martha did? Who but a woman would have been affected as, Eliza was?

*Penn. School Journal.*

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Much depends on the way we get into trouble. Paul and Jonah were both in the storm, but in very different circumstances.—*Newton.*



## Common School Department.

### COMMON SCHOOLS.

*From the Appendix to the last Annual Report of the Superintendent of Common Schools of N. C.*

#### DISTRICT NORMAL SCHOOLS.

D. A. Davis, Esq., Chairman of the board of superintendents of Common Schools for the county of Rowan, a faithful and intelligent officer, brought to the attention of the educational convention in Salisbury, in 1856, a plan for a cheap system of Normal Schools.

The outline of the plan is simple, and is as follows, viz:

That in each Congressional District there be established a school for the education and training of teachers.

The buildings and salaries of teachers to be paid out of the school fund—the building to be on an economical plan—and students to pay their own board.

Each county in the district to pay towards the salary of the teachers a sum proportional to the amount received by the county from the proceeds of the literary fund; and the whole amount to be annually expended on teachers in each school, to be limited to a moderate sum, say \$1200 to \$1500—\$800 or \$1000 for the principal teacher, and \$400 to \$600 for an assistant.

Each county in the district is to send a number of pupils proportioned to the amount of its contributions towards the teachers' salaries—and all free pupils to sign a pledge to teach Common Schools (for pay) as long as they received the benefit of the Normal Schools.

The chairmen of the counties in each districts and the general superintendent to be the trustees of each school, and to see to its management, &c., &c.

This plan, introduced late in the session of said convention, of was very favorably received—and a committee appointed to draw a bill in accordance with it, and to bring it to the attention of the Legislature.

A bill modifying this plan in some respects, *to wit*:—requiring each school to be located in the country, and making each one a female school, and requiring individuals to furnish houses and apparatus was also introduced, and a copy is herewith given.

For reasons already stated, I prefer that these schools be female, or at least half or more of them.

From causes unnecessary to mention, these bills were not acted on at the last Legislature; and it is expected that the whole subject will come early before the next meeting of the State Educational Association, and be fully discussed.

The plan is simple and economical—but from its great importance it will require time and a free interchange of opinion to have its merits fairly and fully understood.

It is hoped that chairmen and intelligent friends of the Common Schools everywhere, will consider the matter, and be prepared to act



with enlightened discretion, at the proper time.

**A BILL TO PROVIDE FOR THE ESTABLISHMENT OF FEMALE NORMAL SCHOOLS, AND FOR OTHER PURPOSES.**

**SECTION 1.** *Be it enacted by the General Assembly of the State of North Carolina, and it is hereby enacted by the authority of the same,* That the boards of superintendents of Common Schools may establish not more than one Female Normal School, at some central point in each Congressional District of the State, and shall call it Female Normal School, No. —, the number to be the same with the number of the Congressional District.

**SEC. 2.** *Be it further enacted,* That said schools shall be located in the country, and the buildings, apparatus and furniture shall be furnished by private individuals or associations.

**SEC. 3.** *Be it further enacted,* That at the next annual meeting of the boards of county superintendents, or at any meeting thereafter, a vote shall be taken upon the propriety of establishing schools of the kind contemplated in this bill, and it shall require a majority of all the superintendents in a county in favor of such schools to commit the county or the board of superintendents in their favor.

**SEC. 4.** *Be it further enacted,* That when a majority of the superintendents in any six counties in any Congressional District shall vote to establish a Female Normal School in said district, the chairmen of said boards shall meet and determine on a location for said school, according to the spirit and requirements of this bill; and they may agree with one or more individuals for the use of buildings

and apparatus for the school, and when any such agreement is made, such schools shall not be removed or discontinued under ten years, without the consent of the parties or the lawful representatives of the parties who furnish the buildings and apparatus.

**SEC. 5.** *Be it further enacted,* That when the boards of superintendents of six or more counties in any Congressional district vote as above in favor of a Normal School, the chairmen of said boards shall file a notice thereof in the office of the Governor of the State, who shall thereupon give public notice in one newspaper of the State for six weeks, and such chairmen and their successors in office shall thereby be constituted and incorporated a body politic, with the name of "the Trustees of Female Normal School, No. —," and with the right to sue and be sued, to receive by gift or donation real and personal estate, and to hold the same for the benefit of said school.

**SEC. 6.** *Be it further enacted,* That immediately after the passage of this law, the superintendent of Common Schools shall cause a printed copy to be sent to every chairman in the State with a letter of explanations; and said chairman, after the next annual meeting of the boards of county superintendents, shall inform the general superintendent of the action of their respective boards in the premises; and whenever he, the said superintendent, shall receive information of the assent of any six counties in one district to this act, he shall call a meeting, on thirty days notice, through the mails, of said chairmen, the meeting in the first district to be held in —; in the second in —; in the third in —; in the fourth in —; in the fifth in —;



in the sixth in —; in the seventh in —; and in the eighth in —; when and where, or at any full meeting thereafter, said chairmen shall proceed to file notice of their organization as a board of trustees, with the Governor, and make preparations for the establishment of schools of the kind contemplated by this act, and according to it; and other counties in each district may at the beginning of the scholastic year, at any time afterwards, join in support of said school, and take part of its benefits, under the same rules and regulations with those at first adopting said schools.

SEC. 7. *Be it further enacted,* That the chairmen of the board of superintendents so assenting to the provisions of this bill, shall appropriate from the school moneys in their hands not less than seven nor more than twelve hundred dollars *per annum* for the rent of buildings and the pay of teachers in their District Normal Schools; the tuition in said school to be free, except when the school cannot be filled with pupils of this kind, and the amount contributed by each county to the support of the school shall be in proportion to the amount received by it from the proceeds of the literary fund.

SEC. 8. *Be it further enacted,* That said trustees shall hold at least one annual meeting, which shall be at the school house, at the close of the spring or summer examination, and may meet as often as they may deem proper; they shall have power to appoint an executive committee of not less than three, out of their own number, who shall continue in office until the next appointment of chairmen. The executive committee may be empowered to visit the school during the sessions, to aid the teachers in enforcing discipline, to attend the

examinations of the pupils, and to call meetings of the board of trustees. Any three members of the board may also call general meetings, and in all cases of a call for a meeting by and three members, or by the executive committee, a written notice of thirty days shall be given by mail.

SEC. 9. *Be it further enacted,* That the executive committee shall elect one of their number stated secretary, who shall keep the records of the committee and of the trustees, and where there is no executive committee, the trustees shall appoint a stated clerk or secretary to record their proceedings and keep the record; and every clerk shall deliver his record and official papers to his successor in office.

SEC. 10. *Be it further enacted,* That the trustees, soon after their organization into a body politic, shall determine the number of pupils which may attend said school, and these shall be allotted to the counties interested according to the amount each contributes to the teacher's salary. The contributions of each county to the teacher's salary shall be proportioned to the amount of school money paid by said county from the State, and thus all contributions for incidental expenses shall be made.

SEC. 11. *Be it further enacted,* That as soon as the plan of the school is arranged, an advertisement stating all the particulars shall be published for 30 days in some paper of the district, and if there be none, in one of the Raleigh papers, and a printed copy shall be posted for the same number of days at the Court House door in each county interested, and in a conspicuous place in each school district; and whenever a vacancy is to be filled from any county, such printed notice shall be given for twenty days at the Court House



door and in the school districts, and the time and method of application for scholarships and the requirements necessary shall be stated.

SEC. 12. *Be it further enacted,* That every applicant for admission into said schools shall be at least fourteen years old, and of good moral character; and all who are to be received free of tuition, shall be chosen as follows, viz: all applications from such county shall be to the board of county superintendents; and in case there are more than the county is entitled to, the selection shall be made by ballot. And every free pupil, when entering school, shall sing and leave with the chief teacher, a written pledge of honor to teach a Common School in the State, (she being allowed compensation for the same,) as long as she has received instruction in the Normal School, unless sooner married, and for one year at least, if at school that long, whether married or not.

SEC. 13. *Be it further enacted,* That it shall be the duty of the general superintendent to furnish to the trustees of each Normal School, convenient blanks, printed by the literary board; to visit the schools, and to send annually to the trustees and teachers, letters of advice and suggestions as to the management of the schools, the books to be used, methods of instruction, &c. He may also require from the chief teacher or trustees, at the end of each session, a statement of the number of pupils of each class, the free and paying pupils, the counties from which they come, the studies taught, the apparatus used, the mode of teaching, the prices of of board and tuition, &c., &c.; and in his annual report he shall give an account of the condition and prospects of each school in these particulars.

SEC. 14. *Be it further enacted,* That every Normal School of this kind shall be opened and closed with prayer; that all the pupils shall be required to attend the preaching of the gospel, when convenient, and when there is no church in reach, there shall be a Sunday school, for bible recitations in said school, and ministers of the gospel in good standing of all denominations shall be allowed to preach at said schools on Sabbaths, and when the school is not in session. Sunday schools, for the benefit of the poor children of the neighborhood, may also be held in said school house, by the teachers and pupils.

SEC. 15. *Be it further enacted,* That the teachers in said schools shall visit each boarding house where the pupils board, and their rooms, at least once a week, and shall be responsible for their conduct and manners in and out of school, and may, under the approbation of the trustees, give lessons and require practice in arts of useful domestic industry and economy, being careful in all cases to promote habits of order, economy and healthful exercise.

SEC. 16. *Be it further enacted,* That the trustees of every school shall make an annual report at the close of the session, ending in the spring or summer, embodying the reports of the executive committee, and giving a full account of the school, the number of pupils, the expenses, the studies pursued, the books used, the counties from which the pupils come, the number of graduates, the terms of admission into the school and the number of pupils to which each county is entitled. Which report shall be sent to the general superintendent of Common Schools and a copy published in some paper printed in the district, and if there be none in the



district, then in one of the papers published in the city of Raleigh.

SEC. 17. *Be it further enacted,* That the trustees may be allowed a reasonable sum for travelling expenses, not exceeding ten dollars *per annum* to each, and five dollars extra to the stated clerk, whose expense for record books and stationery and all expenses shall be contributed by the several counties, as the teachers' salaries are.

SEC. 18. *Be it further enacted,* That whenever the number of pupils who pay no tuition is not full at the beginning of the second month of a session, that number of pay pupils may be received for that session, and afterwards until the school is full with those whose tuition is free; *provided,* That when any county fails to send the number of free pupils to which it is entitled, the other counties interested may make up the deficiency, under such regulations as the trustees may adopt, after due notice of vacancy. And the prices of tuition, when the school cannot be filled with free pupils, shall be fixed by the trustees.

SEC. 19. *Be it further enacted,* That when any one who has been a pupil of said school prefers it, she shall be released from her obligation or pledge to teach, on payment to the trustees of the prices of tuition for the time she attended school, with interest from the beginning of each session.

SEC. 20. *Be it further enacted,* That all the pupils may be required to pay one dollar *per session* for fuel and repairs.

SEC. 21. *Be it further enacted,* That this act shall be in force from and after its passage.

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By reading we enrich the mind, by conversation we polish it.

STATISTICS.—Whole number of Common School districts in North Carolina, actually laid off and provided with houses, three thousand five hundred.

Number of districts which may be made on territory now inhabited, and where there are no schools, perhaps two hundred.

Whole number of schools taught, at some time or other, at least three thousand five hundred, (for there are more schools than districts.)

Whole number of children in the State, between the ages of six and twenty-one, about two hundred and twenty thousand.

Whole number of children now receiving instruction at the Common Schools, one hundred and fifty thousand.

Number of children receiving instruction at colleges, academies, select and private schools, eleven thousand.

Number of children being educated out of the State three hundred.

Number of persons under twenty-one and over six years old who have finished their education, twenty-seven thousand.

Number taught at home and at Sunday schools, two thousand.

Number who are six and over who will attend school, but have not commenced, twenty-seven thousand.

Number of children not receiving instruction at all, three thousand and seven hundred, or say four thousand.

The account then stand thus: White children between the ages of six and twenty-one in N. C., two hundred and twenty thousand, (220,000.)

Number of illiterate men and women that will grow up from these, four thousand.



## Pages for the Young.

### "I WILL TRY."

There is a society in London known as the Society of Arts. Its object is the encouragement of talent in the various departments of art. Prizes are awarded by the society sometimes to painters for their pictures, and sometimes to humble artisans for improvements in weaving, or in the manufacture of bonnets, lace, or artificial flowers.

More than half a century ago, a little fellow named William Ross, not twelve years of age, was talking with his mother about an exhibition of paintings at the Society's rooms. William was very fond of paintings, and could himself draw and color with remarkable skill.

"Look you, William," said his mother; "I saw some paintings in the exhibition which did not seem to me half as good as some of yours."

"Do you really think so, mother?" asked he.

"I am sure of it," she replied. "I saw paintings inferior, both in color and drawing, to some that are hanging in your little chamber."

William knew that his mother was no flatterer, and he said, "I have a mind to ask permission to hang one or two of my paintings on the walls at the next exhibition."

"Why not try for one of the prizes?" asked his mother.

"O! mother dear, do you think I should stand any chance of success?" said William.

"Nothing venture, nothing have," said his mother. "You can but try."

"And I *will* try, mother dear," said William. "I have a historical subject in my head, out of which I think I can make a picture."

"What is it, William?"

"The death of Wat Tyler. You have heard of him? He led a mob in the time of Richard the Second. Having behaved insolently before the king at Smithfield, Tyler was struck down by Walworth, Mayor of London, and then dispatched by the king's attendants."

"It is a bold subject, William, but I will say nothing to deter you from trying it."

"If I fail, mother, where will be the harm? I can try again."

"To be sure, you can, William! So we will not be disappointed should you not succeed in winning the silver palette offered by the Society for the best historical painting."

Without more ado, little William went to work. He first acquainted himself with the various costumes of the year 1381. He learned how the king and the noblemen used to dress, and what sort of clothes were worn by the poor people and laborers, to which class Wat Tyler belonged. He also learned what sort of weapons were carried in those days.

After having given some time to the study of these things, he acquainted himself thoroughly with the historical incidents attending the death of the bold rioter. He



grouped in imagination the persons who were present at the scene—the king and his attendants, Walworth, the Mayor, Wat Tyler himself, and in the background some of his ruffianly companions.

The difficulty now was to select that period of the action best fitted for a picture, and to group the figures in attitudes the most natural and expressive. Many times did little William make a sketch of the scene on paper, and then obliterate it, dissatisfied with his work. At times he almost despaired of accomplishing anything that should do justice to the conception in his mind. But, after many trials and many failures, he completed a sketch which he decided to transfer to canvass.

He now labored diligently at his task, and took every opportunity to improve himself in a knowledge of colors and their effects. At length the day for handing in his picture arrived. He then had to wait a month before there was any decision as to its merits. On the day appointed for the announcement of the decision many persons of distinction were present, including ladies. The meeting was presided over by the Duke of Norfolk.

William's mother was present, of course. She sat waiting the result, with a beating heart. What a proud mother she was when, after the transaction of some uninteresting business, it was announced that the prize of a silver palette for the best historical picture was awarded to the painter of the piece entitled "The Death of Wat Tyler!"

When it was found that little William Ross was the successful artist, the applause of the audience broke forth with enthusiasm. To

see such a little fellow gain a prize over competitors of mature age, was a novelty and a surprise. William was summoned with his picture to the duke's chair, and there he received such counsel and encouragement as were of great service to him in his future career. He is now *Sir William Ross*, miniature painter to the Queen, having risen to fortune and rank by carrying out, with determination and perseverance, his simple promise to his mother of "I will try."—*Sargent's School Monthly*.

#### SPARE MOMENTS.

A lean, awkward boy came to the door of a principal of a celebrated school, one morning, and asked to see him. The servant eyed his mean clothes and thinking he looked more like a beggar than anything else, told him to go around to the kitchen. The boy did as he was bidden, and soon appeared at the back door.

"I should like to see Mr. ——" said he.

"You want a breakfast, more like," said the servant, "and I can give you that without troubling him."

"Thank you," said the boy; "I should like to see Mr. ——, if he can see me."

"Some old clothes may be you want," remarked the servant, again eyeing the boy's patched clothes. "I guess he has none to spare—he gives away a sight." And without minding the boy's request, the servant went about her work.

"Can I see Mr. ——?" again asked the boy, after finishing his bread and butter.

"Well he is in the library; if he must be disturbed, he must. He does like to be alone, sometimes," said the girl, in a peevish tone.



She seemed to think it very foolish to take such a boy into her master's presence. However, she wiped her hands, and bade him follow.

Opening the library door, she said, "Here's somebody who is dreadful anxious to see you, and so I let him in."

I don't know how the boy introduced himself or how he opened the business; but I know that after talking a while, the principal put aside the volume that he was studying and took up some Greek books, and began to examine the new comer. Every question the principal asked the boy, was answered as readily as could be.

"Upon my word," exclaimed the principal, "you do well," looking at the boy from head to foot over his spectacles. "Why my boy, where did you pick up so much?"

"In my spare moments," answered the boy.

He was a poor, hard-working boy, with few opportunities for schooling, yet almost fitted for college, by simply improving his spare moments. Truly are spare moments the "gold-dust of time." How precious they should be! What account can you give of your spare moments? What can you show for them? Look and see. This boy can tell you how very much can be laid up by improving them; and there are many, very many other boys, I am afraid, in the jail, and in the house of correction, in the gambling-house, in the tippling-shop, who, if you were to ask them where they began their sinful courses, might answer, "*In my spare moments.*"

Oh, be very careful how you spend your spare moments! The tempter always hunts you out in small seasons like these; when you are not busy, he gets into your hearts, if he possibly can, in just

such gaps. There he hides himself, planning all sorts of mischief! Take care of your spare moments!

#### DANIEL WEBSTER AS A SCHOOL-BOY.

—It is narrated of him, that when he first appeared at the academy of Mr. Abbott, his personal appearance in his ill-fitting, home-made, homespun garments, together with his shy, awkward manners created much merriment among the boys, and many jokes were cracked at his expense. Young Daniel's sensitive nature could ill brook this; and, after suffering from it two or three days, he went to the teacher, and told him he must go home. The teacher inquired the cause, and Daniel made a clear breast of it. The former bade him not mind it, but keep quietly at his studies, and his turn would come by-and-by. He obeyed; and at the end of the week he was placed at the head of the class that had ridiculed him. After two months had passed in hard study, the teacher, at the close of the school one day, called him up, in presence of all the scholars, and told him he could not stay there any longer; to go and get his books and hat, and leave. Poor Daniel's heart sunk down to his shoes. He had studied hard, bearing patiently the ridicule of his mates; and now to be turned off in disgrace was more than he could stagger under. The teacher waited a moment to watch the astonishment of the school, and then added, "This is no place for you; go to the higher department!" That was probably the proudest hour in Mr. Webster's life. He had triumphed over his companions, and that by outstripping them in their studies.



## Resident Editor's Department.

STATE EDUCATIONAL ASSOCIATION.—The Association will hold its next regular annual meeting at Statesville, commencing on Wednesday, July 7th.

The executive committee, to whom was intrusted the selection of a place for our next meeting, received a pressing invitation, from the Iredell county Association, to make Statesville the place. This invitation has been accepted; and those of us who enjoyed the kind hospitality of the good people of Salisbury, two years ago, feel sure of a cordial reception by their neighbors of Statesville.

It is expected that the Rail Road will be completed from Salisbury, as far as Statesville, by the time of our meeting, which will render it as accessible as any place in the State.

But should the Railroad not be finished the whole distance, ample provision will be made for conveying the delegates over the remaining portion of the rout.

These meetings of the teachers and friends of education are of the greatest importance to the interests of the cause, and it is the *duty* of all who can to attend them. Shall we not see a large representation from all parts of the State? To those who live in the southern and eastern portions of the State, this will afford a pleasant summer trip, to the vicinity of the mountains; and, as all of the rail roads will give return tickets free, the expense will be moderate. To those who live in the upper portions of the State, into which our rail roads are not yet extended, we would say, the place appointed for the meeting is as near to you as circum-

stances would allow, and we hope to see many of you there.

We look forward to this meeting as one of more than ordinary importance; and expect it to be even more interesting than any of our previous meetings. The executive committee are endeavoring to secure the attendance of some of our most talented and popular orators and lecturers, which will add much to the interest of the occasion.

We need only mention the name of Dr. HAWKS, as one of those who are expected to be there, to show that there will be no want of entertainment and that all who attend may expect to be amply repaid for any sacrifice it may cost them.

Many subjects of importance, some of which involve the highest interests of our State, will be discussed; and, so far as the influence of the Association can affect the decisions of our Legislature, the future policy of the State, in regard to our educational system, may then be determined. And none will deny, that the action of our association, composed principally of men whose lives are devoted to the cause of education, on any subject relating to that cause, will influence the course of the law-making power, when the same subject comes before that body.

Let teachers and all others, who are in any way connected with the cause, consider whether it is not *their duty* to attend this meeting and use their influence for the advancement of education in North Carolina.

We would especially invite all of the readers of the Journal to meet us there, that we may consult together, in regard



to its interests and decide what its fate shall be. The Journal is the organ of the Association, established by it and looking to it for support; and the action taken upon the subject, at the approaching meeting, will decide whether it will be supported or not. The enterprise is a new one, in the South, and our people do not seem to realize the influence that a Journal, devoted entirely to the cause of Education, must exert upon our progress, if properly conducted and extensively circulated. But you, who have been readers of the Journal long enough to decide upon the advantages of it, are prepared to say whether it should be sustained, or not; and at this meeting is the time to make your decision known.

**NORMAL SCHOOLS.**—The propriety of establishing State Normal Schools, for professional training of teachers, will probably be one of the most prominent subjects of discussion, at the approaching meeting of the State Educational Association. We would call the attention of our readers to the "Bill" published in this No. of the Journal, under the head "Common School Department." It is now in the hands of the Legislature and will probably be acted on during the next session.

Since the action of our Association, on this subject, will necessarily exert a marked influence on decision of the Legislature, it is proper that all, who expect to be present at our meeting, should reflect upon the subject and be prepared to discuss it and to vote upon it intelligently.

**TO TEACHERS.**—As this is the proper time to advertise schools, commencing their sessions within the next three months, we would call the attention of

teachers, who take this method of making their schools known, to the Journal as a suitable channel, especially for those schools that look to the State at large for support.

We refer to those schools now advertised in the Journal, to show that some of our teachers, while looking to their own interests, are at the same time aiding in the support of the Journal, the common property of the friends of education.

**A NEW N. C. BOOK.**—J. M. Edney, Esq., is preparing to publish a work containing biographical sketches of distinguished North Carolinians, with portraits and autographs.

It will be issued just as soon as the preliminaries can be so arranged as to enable him to send forth such a work as will reflect credit upon himself, his native State and her citizens.

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For further information, on the subject, we refer to Mr. Edney.

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### Book Table.

**A Pronouncing Spelling Book of the English Language.** By J. E. Worcester. Boston: Hicckling, Swan & Brewer. 1858.

The author states the design of this work, in the preface, thus: "The design has been to state both the orthography, and the pronunciation which are in accordance with the practice of the best writers and speakers both in England and in the United States.....

.....In the orthography and orthoepy of the English language there are many irregularities and difficulties; and in this book an attempt has been made so to classify the words as to present these irregularities and difficulties distinctly to the mind of the learner, that he may see and become familiarised with the irregularities, and enabled easily to overcome the difficulties."

As far as we have examined this work the plan has been well executed; and it contains a number of improvements on former spellers, besides those above specified. We had deemed it next to impossible to get up a new Spelling Book that would contain any new and really valuable matter, without being too elaborate and cumbersome to be useful; but the book before us, is in many respects, a very decided improvement in this important branch of learning. The exercises for writing are admirable—the series of spelling lessons are arranged with good taste and judgment, and the lists of words of similar spelling, but of different meaning, extensive and important.

The whole work contains much valuable information of a kind that the student should acquire before he takes a final leave of the spelling book; and the paper, typography and general execution are neat, substantial and good. It is folly to put up spelling books in fine style; but it has seemed to us that the habit of executing such works in a

shabby manner is much to be condemned, as likely to give the learner a decided distaste for his book, and for study. The force of association is very great; and hence we cannot but commend the, to us, faultless manner in which the Publishers have gotten up this admirable work of an author celebrated for his taste, judgment and learning.

---

**Illustrated School History of the United States,** and the adjacent parts of America, from the earliest discoveries to the present time: embracing a full account of the aborigines; biographical notices of distinguished men; numerous maps, plans of battle-fields and pictorial illustrations; and other features calculated to give our youth correct ideas of their country's past and present, and a taste for general historical reading. By G. P. Quackenbos, A.M., Associate principal of the Collegiate School, N. Y., author of "First Lessons in Composition," &c. New-York: D. Appleton & Co., 346, 348 Broadway. 1857.

The title page of this work promises a good deal, and the book fulfils this promise.

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# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. I.

JULY, 1858.

No. 7.

## SPECIAL CASES.

It is no uncommon occurrence for teachers, both in the work of instruction and discipline, to meet with what may be called special cases. They feel prepared for the discharge of the ordinary duties of the schoolroom;—that they can meet the wants of most of their pupils in the prosecution of their studies, and are only occasionally at a loss how to maintain proper discipline. They read educational works—or should do so—have attended Institutes and listened to lectures, and thus gained much valuable—perhaps *invaluable*—information. They have gained a knowledge of what are considered excellent theories; they have framed theories of their own which seem both plausible and practical. They have compounded the theories of others with their own and thus obtaining theories which they esteem better than either. Indeed, in any mechanical process, theories of equal accuracy could scarcely fail. But, from some cause, none of these succeed perfectly in practice. They turn out something like the attempts to tunnel the Hoosac mountain. The machinery seemed to be adapted properly to its purpose and to be sufficiently powerful to make its way successfully through the opposing masses of granite.

But, although the beginning seemed auspicious, all progress was soon brought to a stand. The machinery could cut a road through common earth, or clay, or soft sand-stone, but the granite was a special case. The launching of the Leviathan also proved to be another. The engineering for sending it afloat was well contrived, strong, suitable, and altogether adequate. So stood the theories of the wisest and most accomplished engineers,—the master-spirits of the art of launching. But the Leviathan proved to be a *very* special case — It would not budge; or, if it budged at all, by no means budged as it ought. Hydrostatics and pulleys, and chains, and levers, and whatever additional apparatus was called into requisition, were inadequate to set it afloat. Thus matters, for no inconsiderable time, remained. Efforts were baffled, and the masters were vastly perplexed and troubled. Now, in regard to the Hoosac and the Leviathan, there was no lack of theories, excellent theories no doubt; and yet we fancy that those especially interested would, in the midst of their failure and perplexity, by no means have objected to the discovery of some special means, just suited to the special cases.



The world of mechanics, if I may use the expression, presents multitudes of special cases, from such as these down to that of the boy making unsuccessful attempts to fly his kite. Yesterday it mounted aloft like a thing of life; to-day, with the same adjustment of string and tail, it utterly refuses to ascend, simply because the wind has seen fit to vary the force of its breath.

The special cases of teachers are somewhat similar to these, both in their gradations and the applicability of existing theories; but, from the nature of the materials upon which they are called to operate, the difficulty in the way of success is often very much augmented.—A moral and intellectual forces and resistance are, frequently, of very difficult computation, and equally difficult to apply with desired precision. In mechanics we know that it requires the weight of one pound, precisely, in one scale of the balance to counterpoise a pound in the other. Hence, the grocer, for instance, having his pound weight—his theory—duly marked and sealed, easily furnishes his customer with precisely a pound of the article desired. The grocer commits his son to the charge of the teacher; but he comes without any stamp to indicate the weight of his moral or intellectual character; and, with all the scales and theories the teacher may possess, it may require no inconsiderable ingenuity and sharp guessing to form such an estimate of the boy as will enable him to know just how much and what sort of force it will be necessary to employ to keep him suitably balanced.

The boy who endeavors in vain to fly the kite that behaved so admirably the day before, will be likely to consult some older boy, or some one more familiar than himself with the mysteries of kite-fly-

ing, in regard to the existing difficulty. He will thus gain a knowledge of the theory that, in order that his kite may ascend successfully, the length and weight of its tail must be proportioned to the force of the wind. This will be of essential service; and if he can further see the older boy adjust the tail a few times to the varying blasts he will succeed all the better. He will find the theory perfect for all ordinary kites; and by repeated trials and experiments may become very successful in his profession.—He needs to know what a kite is; for what it is intended; to see it flown; to learn the theory of its construction, and to make several trials and experiments with it himself before he can become master of his art. If he is ingenious and of quick apprehension, his success will be rapid and eminent; otherwise he may forever remain a bungler. The most expert, however, would find it difficult to fly a kite of iron. Theory and ingenuity, and past experience would alike fail of success. Something more than has yet been attained in the profession must be gained or the task would be more formidable than the tunnelling of the Hoosac, or the launching of the Leviathan.

Something analogous to what is necessary in these boring, and launching, and kite-flying operations is needed by the teacher.—He needs to be acquainted with the best theories of his art. He needs observation; he needs the aid to be derived from the experience of others, and he needs personal practice. And, after all, just as in the case above indicated, when he attempts what is in its nature impossible, or what is manifestly beyond the reach of any means that he can command, he must fail.



The Leviathan already rides majestically upon the bosom of its destined element; the iron horse, will, doubtless, yet triumphantly carry the long train through the granite mountain; and, were it necessary to the purposes of science and human progress, some Franklin would eventually send up an iron kite to make a visit among the clouds.—So, doubtless, many things, difficult and perplexing in the work of the teacher, will yet be rendered easy, and others, which may now seem impossible, will yet be reduced to practice.

But, so far, I have written quite freely and differently from my first intent. My purpose was to say something in regard to a few of the special cases which, from time to time, arrest the attention of the teacher, and to notice how they may be treated, or, at least, how they have been treated, with success. To one or two of these I now propose to invite attention.

A spirit of insubordination often gives rise to what may be called special cases in school. This spirit is sometimes general, embracing the majority of the members of a school, but more frequently it is limited to a few pupils. It is, in most cases, temporary in its duration. Sometimes, however, it is chronic, extending from term to term, or even from year to year.—Each is sufficient to give rise to special cases, and these are always aggravated when parental sympathy and indulgence is extended to the pupils. Instances of the chronic type existed in greater frequency in years past, probably, than at present; and, in certain localities, were wont to be characterized by attempts to banish the teacher from the school. The same thing is sometimes now attempted in a different way. It used to be accom-

plished by physical force: it is now more frequently attempted by clamor and perpetual annoyance. Of the former method I will first notice a single instance.

About twenty years ago an intimate acquaintance of mine was invited to take charge of a district school in the country, during the winter term of three months. At the time of his engagement he was not aware of its character. He was then pursuing a course of study that he was reluctant to suspend, and was induced to do so only by the offer of unusually liberal pecuniary compensation, which his personal circumstances rendered a strong temptation.

A day or two before commencing his labors he learned that the school had a bad reputation; that the scholars were in the habit of "having things pretty much in their own way," and of occasionally inviting the teacher to an outside.—It was in a remote district of the town, with a rough surface and a population that could assert no high claims either in respect to information or refinement. In the winter season, especially, it presented, to a stranger, many more points of repulsion than of attraction. He felt that the scene was far from being an inviting one, and that it could only be rendered tolerable by a school of tolerable success. For more than this he did not dare to hope.

The school building was one of "the genuine old stamp." On three sides of the twenty-five feet quadrangular space within, rude and mangled desks were fastened to the walls. In front of those were benches of equal extent, quite guiltless of backs, where many a dexterous feat of changing front was performed by the scholars. It was before the days of circles of whale-



bone and brass. Within this outer range of seats were two other similar ranges without desks, upon the inner of which "the *little scholars*" were doomed to sweat or roast by the stove in the centre, while those of the outer circle were shivering from the excessive ventilation, effected by sundry accommodating cracks and knot-holes in the floor and ceiling. Around one half of the outer circuit were seated ten or a dozen overgrown boys, and a smaller number of girls. The remaining portion was occupied by the "second class," as they styled themselves; for it appeared that the pupils were in the habit of adjusting their own classification, and most other matters, as best suited themselves. With this "voluntary principle" the teacher soon found it necessary to interfere. Their views and judgments of the proper mode of arranging matters did not harmonize with his own. He set forth his requirements; his pupils demurred. He calmly, but firmly, insisted; they quoted parental authority and pleaded the force of parental sanction. He replied that he could respect their parents' opinion and judgment where they could rightfully apply; in the school-room his own judgment must be the standard to follow, or there could be none at all: he desired to pursue, faithfully, the course that would best promote the interests of all, and must be permitted to do it in his own way: he *could* not and *would* not swerve from his own convictions of duty, and doubted not that all would be better satisfied, in the end, by complying with his requirements without murmuring or complaint: he wished and intended to be kind, but should resolutely endeavor to maintain order at any cost of effort, or by the use of any reasona-

ble mode of discipline; and requested them to extend an invitation to their parents to come and see what they were doing, before making an unfavorable decision. He finally prevailed. The scholars gave way; the parents began to visit the school, at first attracted chiefly by curiosity, and carrying away with them a favorable impression, made reports, which, within a month, drew nearly every parent in the district to the school. The scholars became deeply interested. There was little demand for punishment, and, when inflicted, it was uniformly received without complaint. The rumor of success soon spread abroad. The visiting committee of the town were delighted and compared the operations of the school to clock-work. In short, this was regarded as the model school of the town, and neighboring teachers came to discover the secret that could win such success. The spirit of insubordination—if not destroyed—at least slumbered during that winter; and the teacher bore away with him a degree of respect, on the part of his pupils, bordering upon veneration.

In this case it is plain that the teacher's means of success was a proper confidence in his own judgment and ability, accompanied by a calm firmness that would not permit him to swerve from the dictates of conscience and the claims of duty. He was active and kind, firm and fearless.

As this article is already quite sufficiently extended, I will simply suggest the value of these qualities in all cases of emergency, and leave the further consideration of my subject for another occasion.

R. I. Schoolmaster.

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Speak the truth, or be silent.



## OUR COMMON SCHOOL LAW.

The general tenor of this law is good, and we do not know that any very important amendments, are to be desired. Evils doubtless prevail in our Common schools, but we are by no means certain that they can be removed by amending the present law. It is impossible to make a law that will please all, and it is unreasonable to expect legislation will achieve all that is desirable in and of itself. A great deal is yet to be done by the people, and they have fallen much farther short of their duty than their legislators. Some contend that the school fund is too small, and would have us believe that the sum to which each district is entitled is hardly worth receiving. When a greater amount of money is annually distributed than a State pays by way of taxation, we think the people of such State have but little ground for complaint. There are doubtless some who think that the State ought to provide for their maintenance, but we hope this opinion is not entertained by men of intelligence.

Many of our school districts rely entirely on the public money, and this we consider the greatest evil attending the Common school system. The design of the school fund is to assist the Common people in educating their children, not to relieve them entirely of the burden. Every child ought to be taught to read, write, and keep such accounts as necessary for the safe transaction of business; and this is all that our Common school system proposes to do. If the sum now annually distributed does not accomplish this object, we are to inquire, be-

fore we pronounce it insufficient, whether it is applied to the best advantage.

Our people are too impatient; they are indisposed to give the system a fair trial. They hear of Common schools in New England, where they have been maintained for two centuries, and seem to think ours ought to produce like results immediately. One hundred years will be required to make our schools equal to theirs, even with the best management. The sparseness of our settlements forms an insurmountable difficulty in perfecting our system at an early day. In some districts there are but few families, and they are separated by natural impediments. The districts are generally large, so much so as to embrace families that scarcely consider themselves of the same neighborhood. Dissensions frequently arise, and bad management of course follows. The people of a district frequently disagree as to the qualifications of a teacher, and too often those whose wishes are thwarted will not suffer their children to receive instruction from the teacher employed. Those in remote parts of a district sometimes imagine they are neglected, and therefore exhibit but little interest in school matters. Many parents are entirely ignorant of letters, and entertain very strong prejudices against all schools; they have managed in some way to get along without "larnin," and think their children will be able to do so: many of them will not suffer their children to attend Common schools but a few steps distant. And to all these difficulties may be added



the employment of teachers who are neither morally fit to teach children nor mentally endowed to instruct them.

The New England States are small, and the people are thickly settled in townships. They are united on the subject of education, and parents consider the schooling of their children an indispensable thing. Public opinion is sound on the subject, and men are as much required to educate their children as to be industrious and deal honorably. It is folly, then, to expect our Common schools suddenly to become what theirs are. The thing is impossible. To make our school system as great a blessing as theirs has been and is, our condition must be different from what it is and somewhat as follows:

We must have a sound public sentiment, one that requires every man to make the proper education of his children his first and most important duty.

School districts must raise sufficient sums by subscription to continue their schools at least six months of each year.

We must have teachers who possess a thorough knowledge of the common branches of education, and such teachers only must be employed in Common schools.

Petty dissensions must be buried, and all must be united for the attainment of a Common object.

We must look to the moral character of teachers with more care.

Idleness, intemperance and profanity must everywhere be discountenanced.

We must discharge our duties more promptly and rely less on the Legislature.

We must create a sound public sentiment by educating young people properly—not by correcting the erroneous notions of old men.

We must speculate less and labor more.  
R. H. B.

A BRIGHT EXAMPLE.—Many years ago, in an obscure country school in Massachusetts, an humble, conscientious boy was to be seen; and it was evident to all that his mind was beginning to act and thirst for some intellectual good. He was alive to knowledge. Next we see him put forth on foot to settle in a remote town in that State, and pursue his fortunes there as a shoemaker, his tools being carefully sent on before him. In a short time he is in business in the post of county surveyor for Litchfield county, being the most accomplished mathematician in that section of the State. Before he is twenty-five years of age, we find him supplying the astronomical matter of an almanac in New York. Next he is admitted to the bar, a self-fitted lawyer. Now he is found on the bench of the Supreme Court. Next he becomes a member of the Continental Congress. Then he is a member of the committee of six to frame the Declaration of Independence. He continued a member of Congress for nearly twenty years, and was acknowledged to be one of the most useful men and wisest counsellors of the land. At length, having discharged every office with a perfect ability, and honored in his sphere, the name of a Christian, he died regretted and loved by State and nation. This man was Roger Sherman. We take particular satisfaction, now and then, in chronicling the career of these self-made men; and holding them up as bright examples for the youth of our time to follow. It is the best service a journalist can perform for the good of the rising generation.



## PHYSICAL EDUCATION SHOULD FORM A PART OF SCHOOL INSTRUCTION.

Without delaying for a formal definition, we shall regard physical education as being that system of instruction or training which secures health, strength, and gracefulness of body. In viewing this subject, we can see but three propositions which in the hands of the objector can lie to the contrary, viz. :

1st. The object proposed is unimportant.

2d. It is not demanded.

3d. It will be otherwise effected.

The first of these, though far the weightiest, finds at this day of educational progress so few defenders, that we need dwell but briefly. Recognizing the inhering relation of mind and body, we think a question or two sufficient to suggest a train of thought that will lead the mind of the objector to a correct conclusion. Hence we may ask, who has not seen hundreds of youths with stooped shoulders and a consequent compression of chest and lungs, which will ultimate in pulmonary consumption, if physical training (not training in physic) shall not speedily bring aid.

Also how common to see young men—educated, brilliant young men, go from our seminaries and colleges, with the physical man developed in the inverse ratio of the intellectual? Further, who does not hear almost annually the dirge of some lamented Kirk White or Summerfield? or see the strong wing of genius, while bearing its possessor high into the intellectual empyrean, suddenly quiver and fall forever, because of a shaft from the inexorable avenger of physical wrongs?

Or more directly, let the objector look over the nomenclature of youthful ailments, as curved spines, defective sight, broken voice, cough, dyspepsia, and others almost innumerable, placing at the same time, beside this, a list of popular advertisements, as supporters, shoulder braces, inhalers, balsams, pectorals, catholicons, et cetera ad infinitum; and then from this standpoint, let him declare concerning the importance or *non-importance* of a system of education that aims at the prevention of these evils.—We shall not anticipate his answer, but leave him to speak for himself, he being of age.

2d Objection. Physical education is not demanded by patrons, therefore it is to be neglected. We are not ignorant of the fact, that there is a politic force in this position, but not force sufficient, we hope, to control the action of the right minded teacher.

If so, he forfeits his high claim of reformer, and to some extent even that of benefactor. He lays down the formula, that I am not to do good to my neighbor, unless he (may neighbor) is willing; interrogatively expressed, "Am I my brother's keeper?" This admitted, and the divine doctrine of "Watch over thy brother in love," is a nullity. Not only thus, but the ablest educator of the land is no longer the good genius of society, wilking toward the *Ultima Thule* of knowledge, holding high the torch of truth to light others onward, but is the mere organ of public opinion and prejudice, the veriest factotum of the community, intelligent or unintelligent, in which he labors.



Hence to us it is clear, that this objection is not only erroneous, but absurd.

3d Objection. Physical education will be otherwise obtained, hence does not belong to the school-room. First, in answer, we may assume, that there is a growing tendency in this age to transfer the educational labors of home to the school-room. And of this, transferred or relinquished at home, stands prominently physical education. Daily observation confirms the truth of this assertion, hence we can not look to family training as a sufficient means to the end proposed. Secondly, this education can not be reached by observation alone. Perhaps of the three elements of this education, i. e., health, strength, and gracefulness, the latter is more nearly learned and maintained by observation than either of the others, but even this is not wholly effected by this means. For evidence, go into the schools in certain of our rural districts, (and if you live in the city you need not always go so far,) and notice the indications. An advanced class being called on to the floor to recite, your eye traces that line of youthful faces, resting with hope on the broad brow of one, the quick eye of another, or the earnest countenance of a third. But as they settle into their places, your eye traces this line again, noting first, John, who, scrupulously economic of both capital and time, is intently trimming his nail with his teeth. Further on you see Peter's elbow thrown sluggishly on to William's shoulder, whilst his lower limbs are swung into a position that quite fills the measure of "Hogarth's waving line of beauty;" whilst a third being too short to avail himself of the support of his neighbors, furnishes you with

angles and curves sufficient to illustrate the leading properties of trigonometry, both plane and spherical. Ascending to our higher grade institutions, they unfortunately do not always show an exemption from like defects. Now in all these there exist examples to the contrary, and some numerous and striking, furnishing abundant material for observation to act upon, yet the end is not attained. Hence, if observation fail in this, much more must it fail in ascertaining and applying the numerous and intricate laws of health; consequently this objection does not lie against our position.

We had intended viewing this subject affirmatively in our closing remarks, but our article being already lengthy, we desist. We may however, say, that since whatever excellencies are common to a generation in the school-room, are sure to stand out in the adult life, we may claim the school-room an efficient means to reach this important end, viz: Physical Education.

Whether we shall have succeeded in calling the thoughts of any seriously to this subject, we may say, we hold an abiding conviction of its importance, also like convictions that there is in many cases a culpable neglect in this department. Further we may say, that we hope that the time is not very distant when this subject will claim the careful attention of teachers; yea, claim it to such an extent that he who totally neglects it will be considered deficient as an instructor, being regarded in his profession as "one who runs without being sent."

If after reading the above in print, we shall be persuaded that it is of sufficient merit to persuade a single teacher to such a conviction,



tion of the importance of the end proposed as to cause him to cast about in search of the means, we shall, in another article, try to make some practical suggestions.

*Indiana School Journal.*

**ARITHMETICAL SLATE.**—It has been considered until very lately that the wooden frame of a common slate could be made to serve no other purpose than that of keeping the slate itself from being broken. If it accomplished even this while the owner was cyphering out an education, it was considered as having done the state some service. But modern ingenuity has imposed an additional duty on the frame. An inventor has copyrighted what he calls the "arithmetical slate." His invention consists in increasing the width of the frame to an inch and a half, and pasting thereon a neatly-printed slip which extends all round and on both sides of the frame, on which appears in tolerably large type all the principal tables of the Arithmetic. The quantity of information which the frame is thus made to bring directly and constantly under the eye of the learner is surprisingly great.—There is, first and most important, the multiplication table, table of fractions, all the different tables of measures, Federal and English money, interest, compound interest, per cent, discount, par value, and various other leading lessons in knowledge which every pupil should have indelibly impressed upon his memory. All these lessons, from their position on the frame, are constantly before the learner. He cannot escape from them. Turn in which direction he may, his eye inevitably comes back to them a

hundred times a day. It is impossible that a boy could not thoroughly learn a series of lessons thus pertinaciously set before him. The whole is very effectually protected from wear and tear by a transparent varnish of great hardness and durability.—*New York Tribune.*

**A NOBLE BOY.**—A boy was once tempted by some of his companions to pluck ripe cherries from a tree which his father had forbidden him to touch. "You need not be afraid," said one of his companions, "for if your father should find out that you have taken them, he is so kind he would not hurt you." "That is the very reason," replied the boy, "why I would not touch them. It is true my father would not hurt me; yet my disobedience I know would hurt my father, and that would be worse to me than anything else." A boy who grows up with such principles, would be a man in the best sense of the word. It shows a regard for rectitude that would render him trustworthy under every trial.

The grand error of life is, we look too far; we scale the heavens; we dig down to the centre of the earth for systems, and we forget ourselves. The truth lies before us; it is in the highway path, and the ploughman treads on it with clouted shoes.

"William, can you tell me why the sun rises in the east?" Pupil, looking demure—"Don't know, sir, 'cept it be that 'east makes every-thing rise."



## THE FIRST CLASSICAL SCHOOL IN WESTERN N. C.

*Iredell County.*

It is both important in itself, and due to the men, who more than a century ago, emigrated to this then wilderness, and founded institutions, the benefits of which we now reap, that some record be made of their efforts to promote sound learning and science, as well as religion.

If we survey the history of the State, we shall find certain districts of country that have taken the lead in this matter. Certain counties have been radiating points of light to the surrounding region, and by their example, as well as by direct influence, have incited others to make improvements.

And very probably the records of the University will show, that they have drawn their greatest number of students from counties, where good schools have been coeval with the settlement of the country.

The old men in this region of country say, "our grand fathers *would* have schools." And it is to be feared that with all our progress, and improvements; and with all the newly invented "short and easy methods," of teaching every science in a few lectures or *singings*, the cause of Education is rather retrograding than advancing. That "Royal road to Learning," in which any child, at any age, can be prepared in a few lessons, for any business, or profession, "to order," is yet to be discovered. Mind cannot be manufactured in this way; and those who profess to accomplish such wonderful feats, as well as those who patronize them, are injuring, more than promoting the cause of sound education.

Our ancestors took a wiser course: whether Scotch Irish, or Puritans, they had judicious views on this subject. It was their object to diffuse intelligence through the whole community. Their zeal for education was not limited by a narrow, selfish or sectarian spirit, but they labored for the common good. Wherever they went, their first thought was, after erecting their own tents, "to found a tabernacle for God;" the next was to place the academy beside it. So it was with the settlers on Cape Cod, and vicinity: how soon did the Pilgrims found "for Christ and the Church," Harvard College; which, now so degenerated from its original intention, in 1638, "the farmers and seamen of Massachusetts nourished with corn, and strings of wampum," "and once at least, every family in each of the Colonies gave to the College, at Cambridge, twelve pence, or a peck of corn, or its value in wampumpeag." "When New England was poor, and they were few in number, there was a spirit to encourage learning."—*Bancroft's Hist. U. S., Vol. 1, page 459.*

And we may go back still farther, and point to a fact in English History that has a bearing on this subject; for McNally, Vol. 4, page 622, speaking of the session of the Parliament of Scotland, 1696, says, "By far the most important event of this short session, was the passing of the act for the settling of Schools. By this memorable law it was, in the Scotch phrase, Statuted, and ordained that every parish



in the realm should provide a commodious schoolhouse, and should pay a moderate stipend to a schoolmaster. The effect could not be immediately felt. But before one generation had passed away, it began to be evident that the common people of Scotland were superior in intelligence to the common people of any other country in Europe.—To whatever land the Scotchman might wander, to whatever calling he might betake himself, in America, or in India, in trade or in war, the advantage which he derived from his early training raised him above his competitors."

And the same principles will have the same effects on human character; whether in Switzerland, Scotland, New England, or North Carolina. The pioneers in this wilderness about one hundred years ago, when they were few and scattered abroad, would not let learning suffer for the smallness of their means, "*they would have schools.*" And not only those where the common English branches were taught, but scientific and classical seminaries. The first one of this class, of which we have any knowledge in this section of the State, was in the lower end of what is now Iredell County; about three miles east of Davidson College, near the house of Col. Alexander Osborne, and near where Dr. Stinson now lives. Some say it was begun near Thyatira Church in Rowan, but immediately removed to that location. It was in the bounds of Centre Congregation, and was called Crowfield. It is not known who were most active in establishing this school; but probably most of the early settlers in the vicinity, who patronized it.

That the Crowfield school began very early, will appear from sever-

al circumstances. Dr. McRee, in some manuscripts left behind him, states that he began the Latin Grammar at eight years of age; and he was born in 1752. There was no other school in that vicinity which he could attend; and if he began his course of studies here, we shall find this school in existence in 1760.

We learn also from the same sources, through the "Sketches of North Carolina," page 434, that "there was a flourishing classical school in the bounds of Centre Congregation, which after continuing about twenty years, was broken up by the invasion." But what invasion could affect this school but that of the British Army in the spring of 1781, which passed through that region, and within a mile of that spot, on the way to Salisbury? This is probably the time alluded to; and will also fix the date of the beginning of the school about 1760.

The country began to be settled about 1750; and the Missionary McAdden, whose journal we have, passed along there in 1755, and lodged at the house of Mr. Osborne, but makes no mention of this school; it was not then in existence. Another thing that shows its early origin is, that several men, who acted a conspicuous part in the Revolution then in the prime of life, received their early training there. Some of them had graduated at Princeton College, and entered on professional life. Dr. McRee finished his course at that Institution, in 1775, and was licensed to preach in 1778. It is said that Andrew King, an uncle of Wm. King, Esq., now living in Iredell, attended this school; he was graduated at Princeton, in 1773, entered the ministry, and settled in the State of New York.



Dr. McCorkle came into this part of the country in 1756, at ten years of age, and finished his course at Princeton, in 1772. As as Crowfield was not far from his father's, it is more probable that he was prepared for College there, than that he went to a greater distance.

The same is true of Dr. James Hall, who took his degree at the College then so generally patronized in this region, in 1774.

Col. Adlai Osborne was a member of the Committee of safety in Rowan, a post of some importance, in 1774, Dr. Ephraim Brevard had entered on his profession of medicine, and gained a character, and acquired the confidence of his fellow citizens, sufficient to enable him to act an important part in the exciting scenes at Charlotte, connected with the declaration of May 20, 1775, which he drew up. If we allow these men time to go through all their course of preparation for public life, and then to enter upon their respective professions, we shall carry back the beginning of this school to the date mentioned before, 1760.

Some others who are said to have laid the foundation for a college course, or for usefulness in life without it, at this school, were Dr. Alexander Osborne, Dr. Wm. Houston, Professor in Nassau Hall; E. J. Osborne, Adam Springs, Dr. Charles Harris, Rev. James McElhenny, of S. C., Rev. James McKnight, Rev. Josiah Lewis, and John Carrigan. This school must have acquired some reputation, as we are told that the son of a wealthy Spaniard, supposed to be from one of the West India Islands, attended here, at the same time with some of the Polk family. We have said that this was the first classical school in this part of the State; Mr. Foote, however, claims that honor

for the one at Sugar Creek, which he says (page 513 of Sketches) was in successful operation under Rev. Joseph Alexander, the successor of Mr. Craighead, in 1766. This was the school elevated to the rank of a College, by the Legislature, in 1770, by the name of Queen's Museum; the charter amended and granted again in 1771, but the second time repealed by the King.

The same author, (page 234) speaks of Dr. David Caldwell's school, in Guilford, as the second institution of this kind in this part of the State, but it did not begin till 1767, and perhaps not so soon, while the one at Centre, as we have shown, must have begun in 1760. After an interruption of about six years, at the close of the Clio school, in 1787, it was revived again by the last teacher there, Dr. Charles Caldwell, lately professor in the Medical School at Louisville, Kentucky. But how long it continued after that, we are not informed.

We learn however from an old lady who was born and raised near the place, that Dr. Caldwell continued there two years, after him, was Rev. Mr. Kerr who preached at Centre Church one year. Old people speak also of a teacher by the name of Benedict; and another by the name of McElhenny. Students were attracted here from Burke, Wilkes, and all the surrounding counties.

E. F. R.

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The world is said to be a vale of tears. It would be singular if it was anything else. Man's injustice to his fellow man made it so; God never did.



## THOUGHTS ON FEMALE EDUCATION.

I am often led to wonder at the particular vapidness of the generality of fashionable and fashionably educated ladies of the present day. It almost seems as if it had been the office of teaching to prune away all vigor of thought and to destroy all power of reasoning, leaving only the empty shell—rose-tipped and beautiful, it is true, but like the shells of ocean, only capable of meaningless murmurs,—mere *shadows of ideas*, which really are the very essence and extract of the conversation of “society.” If any one has never marked this inertness of mind in ladies, let him but read a page of deep philosophy or keen argument and then by way of contrast, mingle in good society—Many a strong, manly intellect will be found stooping to the insipid chat of the day, while hardly from the lips of one woman will be heard a sentiment of plain common sense. Her mind seems centered on the tulle and illusion of her own lovely dress and bounded by the proud barriers of aristocracy that shield her person from contact with the rude and uncultivated of humanity.

Why is all this? Why are not women *now* like Roman matrons? Why have these ages of enlightenment brought our women no farther on in the march of improvement? Are her eyes too feeble to bear the clear, noon-day light of science and truth—is her reason too weak to comprehend rational things? Not wholly I think. The fault lies in Education, not only of the mind but of the moral powers.

There is no subject that seems so little understood, and so poorly provided for, or that affords so little

genuine interest as the education and cultivation of the female mind. Except in cases where a woman is taught with the view of becoming a teacher, her powers are not generally developed, and often *then* the attempt fails for want of that basis of home instruction that will fit her mind for scholastic truths. Education really begins with the first lisps of childhood. How important then that the mother who watches the unfolding of this germ of intellect should herself possess intelligence and refinement. Without them, how can she direct aright the mind of her child? The office of teacher is usually a laborious one, but with maternal love for her assistant, she will find her duties light; her exertions will be witnessed and repaid by the rapid unfolding of the infantile powers. I do not mean that books and lessons are to be the mother's texts, for these are beyond the comprehension of extreme youth, yet it lies in the power of home teaching to strengthen feeble traits of mind and character, to divert from their course, all tendencies to error—to inculcate habits of order and industry—a spirit to do things at the proper season, in a proper manner and with a clear idea of right and truth. With such habits and principles, the mind is prepared to improve to the greatest advantage whatever facilities are offered for school learning—and the better to overcome the evils arising from want of fitness either in the teacher or the course of study.

And here is a sad deficiency everywhere. The *number* of female schools, seminaries, Institutes and



Colleges is not so much to be deplored, as the character, quality, and efficiency of those institutions (almost without exception) wherever they are found. These establishments are often the stepping stone to individual wealth—to sectarian growth—or local improvement in calling together numbers in one place. Or, if a school is independent of all these disadvantages, it may still be in the hands of a body of men utterly incompetent to the charge, and who are ruled, in their selection of Teachers, by dollars and cents rather than character and attainments, since of the latter they cannot judge. How often might an advertisement for a Teacher in an Institution be appropriately headed, "To be sold or let to the lowest bidder!"

There is, moreover, a false opinion of woman's capacity of mind—by some it is over-rated, while by far the greater majority, it is placed at a lower mark than it justly should be. I am no woman's rights defender, nor ambitious that the superiority of my sex should be acknowledged, yet I would have the female mind allowed its place. This I believe to be a medium one, from which, if uncultivated, she sinks in the scale of being, while, on the other hand, if her *ordinary powers* receive the proper education, she may prove a mark in the world of letters, or at least make herself worthy to be named in after time as the mother of some future hero, statesman or scholar. This superiority of mind is, I think, an exception to general rules, and not always to be desired, yet whatever the varied powers of a mind, they should not remain idle. A naturally vigorous intellect must have proper cultivation or in its very strength there will be decay. The seeds of truth implanted by

nature may be over-run by the exuberance of error,—while if the powers are feeble or lack home culture, there is demand for every aid and most careful nurture till it acquires the strength to act and think for itself.

And here is another deficiency in female tuition; neither teachers nor rudimental text books require *thought*—facts are simplified till there is no reasoning demanded, and at the outset is acquired the habit of *taking for granted*, without any investigation. Study becomes an affair of memory entirely, and the more important and practical developments (reason and reflection) are uncultivated. In the so-called college course, laid down for females, there is but one step from these easy lessons to looks of a high grade, works that require close study and acute reasoning powers to comprehend them. But having received no fitting preparation for this "course," it follows that but little advantage is derived from it. The student skims over the surface of the subject and reaches her "terra firma" with understanding untouched by the waters of truth.

Aside from home development and school training, there is a cause that injures the minds of ten while one female is benefitted, and that cause, strange as it may sound, is *books and reading*! Not books full of healthy sentiments and sound ideas, but sickly tales of love and honor, deceit, and revenge, triumph and despair, misery and marriage—paper covered twenty-five and twelve cent books, and monthly magazines glowing in colored fashion plates and sentimental poetry and sweet die-away stories—exaggerations of joy and sorrow, wealth and poverty.

All these are a feast to a school



girl if she has any passion for reading. She will greedily devour this nonsense but could not be hired to read Mrs. Strickland's lives of the Queens of England, as romantically as they are written, because *they are true*. If this taste for fiction is once acquired, it destroys the mind for all sober, reflective reading. It unfits woman for study—for the common duties of life—renders her a perpetual “ennui” to herself and the veriest insipidity to others. It fosters a spirit of discontent, and a love of the marvellous, and keeps her dreaming over and looking forward to the striking and wonderful love-adventure, which (according to all she has read) must befall *every* one but especially herself. Her love of the great, the good, the pure, is perverted to a miserable fancy for the rich, the handsome and showy. Is it not plain that such reading (which often takes the place of study) prepares a woman for “future misery.”

“Life is real, life is earnest.”

Yet what fitness is there in a mind so run to weeds for the homed duties of wife, mother and the mistresses of a family! What power has she to train the young minds around her, if her intelligence is so turned aside from an upward course! The mind of woman should be in the highest degree pure and stainless. Her position in life renders every virtue most beautiful, while each fault steals from the glory of her womanhood, and acts with untold power on those with whom she daily associates.

I have only spoken of Education in a temporal view—yet we do not live for time—our lives are writing the preface to our eternity. Education is not, or should not be, simply a fitting for temporal en-

joyment. It is a drawing out of all the higher capabilities of our nature—elevating the mind above all sordidness—purifying the soul from errors—in fine teaching the rudiments of Heavenly knowledge. Reading should be of that character that will predispose to reflection and necessarily must contain matter for thought; yet what thoughts are suggested by the thousand and one novels and novellettes of the present day? None: the tendency of such reading is to enervate the mind by feeding it on unsubstantial food—to weaken the moral powers by familiarizing the mind with scenes not always entirely pure in their nature—certainly such narrations as could not be read aloud in connection with a chapter in the Bible. Every woman who acknowledges her obligations to God, will, if she pauses to think, see her duty to improve every means in her power to prepare herself for the true aim of life. If neither moral nor intellectual powers have been perverted, we shall at best be but children in intelligence when we enter upon eternity. But if time and talents have been misimproved or destroyed, what a darkness will hang over the mind and soul when the glory, the exquisite enjoyment and infinite duration of that Day comes upon us which the utmost stretch of human thought is utterly incapable of foreshadowing!

DELIA W. JONES.

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THE TRUE DOCTRINE.—Sheridan said, beautifully, “Women govern us; let us render them perfect; the more they are enlightened, so much the more shall we be. On the cultivation of their minds depends the wisdom of men.”



## BAD SPELLING.

Some years ago a teacher presented himself as a candidate for the mastership of a school, of which the salary was fifteen hundred dollars. His qualifications were deemed satisfactory in all respects except in *spelling*. On account of this deficiency he was rejected.— See, now, what ignorance in this elementary branch cost him. In ten years his salary would have amounted to fifteen thousand dollars, throwing out of the calculation the increase which by good investment might have accrued from interest. Besides, the salary of the same school has since been advanced to two thousand dollars. But he might have remained in the position twice or three times ten years, as other teachers in the same place have done, and that large amount might, consequently have been increased in proportion.

A gentleman of excellent reputation as a scholar was proposed to fill a professorship in one of our New England colleges, not many years since; but in his correspondence, so much bad spelling was found, that his name was dropped, and an honorable position was lost by him. The corporation of the college concluded that, however high his qualifications as a professor might be in general literature, the orthography of his correspondence would not add much to the reputation of the institution.

A prominent manufacturer, in a neighboring town received a business letter from an individual who had contracted to supply him with a large quantity of stock; but so badly was it spelled, and so illegible the penmanship, that the receiver found it nearly impossible to decipher the meaning. An immediate decision must be given in

reply; and yet, so obscure was the expression that it was impossible to determine what should be the answer. Delay would be sure to bring loss; a wrong decision would lead to a still more serious result. Perplexed with uncertainty, throwing down the letter, he declared that this should be the last business transaction between him and the writer of such an illiterate communication; for, said he, 'I am liable to lose more in this trade alone, than I can make in a lifetime with him.'

A gentleman who had been a book keeper some years, offered himself as a candidate for the office of secretary to an insurance company. Although a man of estimable character, possessed of many excellent qualifications, he failed of being elected because he was in the habit of leaving words misspelled on his book. The position would require him to attend to a portion of the correspondence of the office, and it was thought that incorrect spelling would not insure the company a very excellent reputation for their method of doing business, whatever amount might be transacted.

Inability to spell correctly exposes one to pecuniary loss. It is, moreover, an obstacle to an advancement to honorable station.— Such instances as those recited above are satisfactory proofs; but that this defect in one's education is productive of mortification and mischief, is illustrated by the following actual occurrence.

A young teacher had received assistance from a friend in obtaining a school, and wrote a letter overflowing with gratitude to his benefactor, but closed it thus:— 'Please *except* (accept?) my thanks for your kind favors in my behalf.'

Mass. Teacher.



## HINTINGS.

It is proposed in the following article to give a few practical hints about the instruction of boys, which may be accepted, rather as the result of actual experience, than as the statement of a labored theory. The first obvious duty of the teacher is to ascertain the capacities of the children who are submitted to his guidance and tuition. This is not a very difficult task. The tender faculties of the youthful mind may often be drawn out and decided upon by the application of a single test. And I believe it will be generally conceded that an artless boy could discover no motive which would prompt him to conceal either the insufficiency or the superiority of endowments, which the hand of his creator has bestowed upon him. Having done this, the teacher has laid out the base of his future operations. His next step is, to determine the *disposition* of his pupil and to decide upon those incentives which, in his particular case, are most powerful in stimulating to exertion, or repressing injurious tendencies to indolence. These are the grand preliminaries to the attainment of success as a teacher, and when they have been recognized, a step has been taken in the right direction. A man can be placed in no situation where so much of discrimination and forethought is necessary, as in that of an instructor of youthful minds. It often requires a most accurate balancing of the faculties of judgement to determine whether, in certain instances, rewards or punishments should be adopted as stimulants to due and proper exertion. How apt it is to

occur sometimes that the ignominy of a whipping has stung the noblest young souls to the core. How true it is that, through inattention, the idle and undeserving pupil exults in the lavishness on his head of praise and perquisite, by an unpardonable and thoughtless generosity. There is no feeling to whose power the youthful breast is more keenly alive, than that of shame or disgrace. Men, whose souls have grown hard amid the rough jostlings of worldly life—may often be callous and unfeeling in spirit. But the aspiring school boy—the sanguine being, whose mind heaves with big hopes and glowing anticipations—who looks forward to the day when his parents will clasp him to their bosom in ecstatic pride—who nobly strives to conciliate the approving good will of anxious friends—pierce such a spirit as this, but once, with the keen dart of thanklessness—and how great will be the revulsion. The arrested stream of noble feeling will flow back to its source and the breast which it watered will become barren and dry. Let this not be understood as an advocacy of the total expulsion of corporeal punishment from the walls of the school-room. By no means. The necessary upspringing tendencies to error, which human nature every where exhibits, must be checked by rigorous applications at the outset; or else a gradual accumulation of vigor and the assumption of a self-sustaining attitude will finally defy all attempts at subjugation.—But it is urged, let flogging be considered as an *ultima ratio*, a foundation for the system of disciplinary



processes, to be resorted to only in cases of manifest necessity.

Above all, let the teacher as he sits upon the rostrum, maintain his dignity to the fullest extent. Never let it be thought by the little watchful creatures around him, that any circumstance could occur to destroy the equilibrium of his temper. Let him always persist in exhibiting, as far as in him lies, a perfect coolness and easiness of deportment. Frequently the word 'dignity,' like many other words, is subjected to the torture of a strained interpretation. To some men it is synonymous with 'harshness;' to others, with 'haughtiness.' But to be harsh or haughty is not the way to be dignified. The derivation of the word explains its meaning—*Dignus*, worthy—*to*, to become. Then, to support your dignity as a teacher, it is necessary to adopt such a course as is worthiest of your pupils, respect and esteem. Smiles are on most occasions better than frowns. How many teachers there are who will agree with us that, a kind word, or an approving look is strangely potent to win over the most refractory disciples. But never let your features be often relaxed with laughing looks. Indeed, always avoid an overshoot of good humor. Is "the human face divine" so little adapted to our purposes, as to be incapable of assuming a look of good natured sternness or of stern good nature? Certainly not. Then let the eye bear up, in strong colors, a precise picture of intentions and motives. Let the scholar *there* see a spirit which will never descend to familiarity with him, and one which will always act for his perpetual advancement. When you have thus gained the veneration of your *protégés*, a necessary concomitant is the winning of their confidence.

Tell them pointedly that you have a high duty to perform by them: that you are actuated by motives of the loftiest character and that every deed which bears the mark of your hand, will, on inspection, be found pointing for its paternity to the great interest of yourself for their welfare. In short let them be keenly aware that a blow or a kind word from you are alike directed by identical principles of actuation. Now the moral, theoretic, intangible portion of your schemes, will indeed be complete and satisfactory. We in this place think we hear the expected dissonance of cavil and objection. It is urged that, from the strong dissimilarity of character which is found in every group of human beings, no expedient could be hit upon which would be successfully productive of unanimity in any shape or form.—But this is gratuitous and unwarrantable. Any strong mind may, by a steady maintenance of purpose, work changes in its surroundings. A vigorous intellect combined with vigorous will, can, if not by absorption, at least by assimilation, bring the objects of its operations fully up to its high standard. So it is, by unwaveringly pursuing one track, any sentiment or any prevailing typical opinion can be created in the school-room or elsewhere. If you once gain the sympathies of men, or rather their *feelings* you have reached a point whence you can carry their reason, or rather their *thoughts* by storm. To this philosophical axiom, may be ascribed the wonderful growth and action of such false creeds as have from time to time sprung up since the establishment of our blessed religion. But Christ appeals *first* to the reasons of men—the untainted purity of his doctrines combined with their full, glowing divinity,



left no room for lagging scepticism, if it did obstinately manifest itself. Then to gain a sage concurrence of thought—to suppress doubt and to engender belief, he wrought his miracles, which gave him such an ascendancy over any voluntary intellectual power—that his religion, built as it is on the minds of men, and mingling as it does with their whole stock or moral force, must resist time forever.

Our Savior, if with the deepest reverence we may say so, is the high and sublime type of the teacher. Suffering ourselves for a moment to lose sight of his character as a divine king, contemplating him as a man, we adore his devotion to his maxims, and strive to sufficiently admire the strict and unflinching practice, in his every act, of those great and sublime lessons he taught the world.

The *mode* of instruction, after our first steps have been taken, is next in order for our consideration. I have universally observed that the most proficient scholars in English Grammar are those who have previously studied the grammar of the Latin language.

It may appear paradoxical to assert that a knowledge of a foreign tongue is essential to an easy acquisition of our own. It is nevertheless true. The connection between the grammars of the Latin and the English language is to some extent intimate. When the paradigms of Latin herbs have been mastered—the pupil needs expect no difficulty in acquiring to perfection the English conjugation. The chief argument in support of this plan is, that the constant practice upon words foreign and unfamiliar begets a strong association between these words and syntactical generalities—thus engrafting upon the memory the *rules* of the

language by this same principle of association. Hence where the pupil meets an English idiom or an English form which agrees with the requirements of Latin rules, it is an old song to him and he understands it well.

As regards the study of Mathematics, boys frequently complain of its dulness and want of attraction. Its great rules—its simple first principles, its majestic harmonies—its eternal beauties are regarded by many children as—

“—— Dreams, or else such stuff as  
madmen  
Tongue, and brain not; either both or  
nothing;  
Or senseless speaking, or a speaking  
such  
As sense cannot untie.”

This is unnecessary. The study of Mathematics is gradually and most steadily progressive. It resembles the course of a great river—it has its origin in a trickling stream which the lightest thought may span. The eye, if it be kept upon it, may take it in just as well when it has grown to the full and steady majesty of a river—aye and dare its giant wave even at the point where it rolls forever into the dark infinity of law and restless variation. Go to the blackboard before your mathematical classes. Take the pencil in your hand and unfold some of the mystic and eloquent principles of numbers.—Bring up from their slumber some of those harmonies which the infallible agency of Nature constructed even before the sun was swung on high. By this means you will awaken a spirit of inquiry which will not hesitate to explore those wonderful realms. Learn them to look upon Mathematics as the most exalted study of the scholastic curriculum—as the one most calculated to give us a knowledge



of our powers—and to make us conscious of that immortal part of ours, to which we utter—

“The sun is but a spark of fire  
A meteor flashing in the sky—  
But thou, immortal as its sire  
Shalt never die.”

G. S. L.

**TREATMENT OF SCHOLARS.**—Children under eight years of age should not usually be confined to the school room more than one hour at a time, nor more than four hours in a day. These hours should afford considerable diversity of employments, so as to enable the child to change his posture frequently, and to be more or less upon his feet, and also to change the subject of thought so that the mind shall not be occupied by one subject too long or too intensely.

Intensity should be carefully avoided—it leads directly to disease of the brain, which often, probably, arises from this cause. Precocity is generally the result of disease of this organ, either functional or organic; the former may be cured by timely attention; the latter exhibits itself in epilepsy, or an imbecility of mind, or proves fatal by the occurrence of inflammation or convulsion. Watchfulness cannot begin too early to guard against evils fraught with misery to the future.

If a child exhibits any symptoms of precocity, it should be immediately taken from books and permitted to ramble and play in the open air or engage in manual labor, and such amusements as will give rest to the mind, and health and vigor to the body.

The recess of school, for the children of eight years and under, should be long, the play active,

and even noisy—for the lungs acquire strength by exercise, as well as the muscles)—and every child should be required to unite in the sports of play-time.

Fifteen minutes is a short time for recess; half an hour is better, particularly in summer.

During recess, the school-room ought to be thrown open in warm weather, and the windows dropped a little way in the cold weather, so as thoroughly to ventilate the apartments. We have hardly learned yet, that pure air is as important to health and life, as good nourishment and pure water.

In school regulations, regard is usually paid to mental and moral improvement only. We forget that we have bodies the preservation and training of which are not less necessary to the young, than the acquisition of knowledge. Without health we can have little enjoyment; with it we can learn all that is necessary with ease if we are not in too great haste. No limit is given to the age in which the vigorous and healthy can acquire useful knowledge.

It is of little use to make great acquirements, if in doing so, we sow the seeds of disease, which will destroy the happiness and usefulness of life. S. B. WOODWARD.

The activity of mind and body, of every faculty and passion; is the reality of life, and the necessity of health.

Allow a boy to run at large one year in indolence, and you have laid the foundation whereon to build his future ruin.

Every moment of time should be considered a moment of mercy.



## Common School Department.

This department is under the Special direction of the General Superintendent of Common Schools and we look to him for its contents. He has been unable, in consequence of sickness, to furnish any thing for this Number. We have therefore, without consulting him, selected the following from his last annual report—Res. Editor.

### COMMON SCHOOL REGISTER.

As a further means of improving teachers, and of adding to the usefulness of the schools, I have desired to see every school furnished with a blank book, with proper captions, in which to preserve a permanent record of such things as are proper to be known.

A form for a register of this kind was prepared in this office, and the matter submitted to the president and directors of the literary fund; and as the proposed improvement met their approbation, it was urged on the attention of the Legislature.

The plan was fully explained to the committees on education, was recommended by them, and authority was readily granted by the Assembly to furnish all the schools with a register of the kind proposed.

It was intended that the school laws be printed in this register; but after the adjournment of the Legislature it was found that this would add materially to the expense, while it was thought best not to have the laws intended for school

committees in a permanent form of this kind, as they are subject to alterations, while a register is intended to last for several years.

After procuring estimates for the execution of the work from Philadelphia, New York, and other places, the whole job was finally let to Messrs. Holden & Wilson, printers to the State, on terms more economical than could be elsewhere obtained, every thing considered. Both the printing and binding are of a kind difficult of execution; but all the work has been done in the State, and in a manner highly creditable to the enterprise of our citizens.

The printing was completed early in the year—but all the copies were not bound until the beginning of this year.

In most of the States where they have good Common Schools blanks are furnished to the teachers on which to record the progress of the schools—and such a custom is very general in higher schools and in colleges.

It is believed, however, that the North Carolina Common School register, as prepared and furnished, is a step in advance of any thing of the kind heretofore, or now used by any grade of schools in any State.

The register is intended to be a permanent record of the schools, and is neatly and substantially bound; and the ruled lines, and printed captions, figures, &c., are so arranged that it will be an easy and pleasant task to a teacher imbued with a proper spirit to make



a full record of all the important facts of the school. Among these will be the number, names and ages of the pupils, and the names and occupations of the fathers and guardians—the attendance of each pupil—the studies pursued by each, the general progress of each, the general behaviour of each, and the number of times each one is punished—the average daily and monthly attendance, the books used, the names of the school committee, name and wages of the teacher, length of the school, with the date of its commencement and close, number of the school district, county in which located, and general observations of the teacher in regard to special occurrences connected with the school.

The book makes a handsome appearance, can be easily kept by a teacher at all competent to take charge of a school, and will be a means of stimulating him to greater zeal and efficiency, as well as a test of his industry and qualifications. It cannot be other than a pleasant task to any one who has any of the right spirit of a teacher, to fill out properly all the blanks of this book—and where any one so acts he will be himself improved, will perform a work of lasting interest to the public, and will hold in his hands a most effectual means of preserving good order and studious and moral habits among his pupils. The work contains full explanations and it consists of blanks sufficient to keep a record of a school five months long for twelve years, or six months long for ten years. Committees are required carefully to preserve these books—and teachers when applying for a renewal of their certificates must exhibit the record last kept by them. When the book is filled, new ones should be prepared—and

if this policy is kept up for a few generations it will be regarded as of inestimable advantage. The work on the register has been energetically pushed forward, and the schools will be supplied as rapidly as possible.

#### ADDITIONAL IMPROVEMENTS NEEDED.

The machinery for the improvement of teachers is good as far as it goes, and is producing excellent results; but it is not yet complete, nor can it be made so without additional and judicious legislation.

Normal schools are an important, but often a very expensive agency in this matter; and unless they could be conducted on a more simple and economical plan and on a much larger scale than has been common in other States, I could not at present recommend them. One or two Normal schools would not immediately and sensibly affect the character of the great body of our teachers; and two Normal schools, conducted as such institutions are in some places, would cost nearly as much as one year's income of the whole of our literary fund.

A plan, originally suggested by an intelligent and faithful chairman, has struck me more favorably than any I have seen pursued in other States; and a brief outline of the plan and a bill embodying it will be found in Appendix F.

I again recommend a system of district libraries; and I believe also that the law should provide for teachers associations in all the counties.

The associations could be library associations—and while some legal privileges should be extended to such societies, as for instance favorable acts of incorporation, small donations, &c., from the State, all



teachers should be required to connect themselves with them.

This kind of means is all pervading—it reaches all the rank and file, and will operate more rapidly, more generally, more economically, and fully as efficiently as Normal schools.

Still the plan suggested by the chairman of Rowan could be made a part of this system of library associations, or connected with it—and the two together, under one general system of management, carefully and energetically pursued, would produce very great results.

#### CONDITION OF OUR SYSTEM.

Perhaps no State in the South has so respectable an educational system as North-Carolina: and surely, this is saying much for a State which was once behind all her sisters!

The colleges and classical schools of the State are much frequented by youths from the south-west and south; and teachers, in plain country neighborhoods, teaching in rude but comfortable buildings of a kind to be found no where else, used for such purposes, number pupils from States as far south as Louisiana, Florida and Texas.

It is the character of our population and the intrinsic excellence of the course of instruction that brings this distant patronage; and it is a fact not generally thought of that our State derives a large pecuniary profit from its educational character. It is safe to estimate that our schools bring into the State, or cause to be expended here from abroad, not less than *two hundred thousand dollars annually*; and in a few years the sum will be at least half million—more than the entire expense of the Common School system.

The moral atmosphere here is

peculiarly adapted to the training of youth—and good classical teachers have been very successful and well rewarded. The business of teaching has been and will be profitable here: and even in the Common Schools the wages will compare well with the profits of labor of other kinds in any place.

Considering the expense of living here, the certainty of the pay, and the little delay and trouble in obtaining it, I am inclined to believe that the prices of teaching Common Schools in North-Carolina are better than in any State in the Union; and I speak after some consideration, and with a knowledge of the vexations, formalities and impediments in the way of collecting bills even for public schools in some distinguished States.

The wages of no class of persons so numerous, are more promptly paid in any business in any part of this country, or in the world; and no where else are teachers or employees enabled to authenticate and collect their claims in a manner so simple and inexpensive.

Our character as a people, our pursuits, material resources and geographical position peculiarly fit us for the successful management of schools; and if we will only be true to ourselves, North-Carolina will share very largely in the education of the children of the south.

For this proud and advantageous position she will be mainly indebted to the sober and virtuous habits of her population; and she will hold the position just as long as, and no longer than, her people are distinguished by these characteristics.

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Light is only a blessing when it guides us into the way of duty and obedience.



## TO STUDENTS.

God, in his providence, has given you birth and education in a great and growing republic; in a land won and defended by the hardy virtues of a noble and self-denying ancestry committed to your charge, and to be made the land of true freedom, religious, political, and moral. It is yours to make this the first of lands, in freedom, in virtue, in true and moral principle; the first of lands, in literature and science, religion and philosophy, art and industry. It is yours to instruct and inspire your countrymen, in the great work of achieving true and enduring national glory and prosperity. It is for this that you have had the advantages of education, means of enlarging and cultivating your minds, which have been denied to many of your brethren. Be faithful, I entreat you, be faithful to your mission, and acquit yourselves like men. Feel that you are under a vow, consecrated from your cradles to be prophets and priests of your race.

Remember, young men, that it is not for your advantage, your own pleasures, that you are educated or are to live. Beware how you imbibed this false notion. Your profession as scholars, has fallen into disrepute, and colleges and universities are regarded among us with no friendly eye; for it has been felt that young men are educated, not that they may the better serve the people, but the more easily, and in a more respectable way, get their living out of the people. Redeem the sacred character of the scholar, I beseech you, from this reproach, by devoting yourselves, heart and soul, to the progress of your race; to the moral, intellectual, and social elevation of men, especially of the poorer and more numerous classes.

In so doing you will magnify your profession as scholars, fulfil your mission, do honor to your country, and receive the approbation of your God.

BROWNSON.

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TO MOTHERS.—As your sons advance towards manhood, cease as far as possible meeting their faults with reproof, censure or ridicule, but let your exterior rather exhibit a loving interest in them, while in the gentlest manner possible you win them away from what is wrong, coarse, unamiable, or evil. At this age your power over them for good will lie mainly in your power to inspire them with the tenderest filial regard. If you put on a harsh manner, you will surely repel, and lose your influence at a time when more, perhaps, than at any other period in their lives, they need to be held close to you by cords of the tenderest affection. Encourage them to give you their fullest confidence. In their little trials, disappointments and strifes, offer them your sympathy, and lift them above their weakness—not by making them conscious, to mortification, of their imperfections, but by inspiring them with true manly sentiments. A wise loving mother is a young man's palladium of safety. The thought of her is a sphere of protection surrounding him all the day, and keeping his mind pure amid a thousand allurements to vice. Be very careful to do nothing that your son can think oppressive or repellant. Oh, let your image ever lie in sunshine on his heart! So shall your love hold him back in the hour of temptation with chains of gold.



## Pages for the Young.

### PETTY ANNOYANCES.

Can you tell me, any body, why it is that most people become provoked in the management of inanimate things? I have put this question to myself a thousand times, and as often failed to answer it satisfactorily. I have a little nephew by my side, a sprightly and sensible little fellow with whom I have numberless times sympathized in his petty annoyances. He is going to school, and began to cry and fret a few mornings since, just after breakfast, because he imagined he could not get the lesson given him by his mistress. It was too long, there were too many hard words in it, and the recitation hour would come too soon. The lesson was no longer than common, for I counted the pages; the words were scarcely so hard as common, for they were such as occur in a description of the New England States; and as to the recitation hour, it was well established, and in no instance had the mistress failed to call the class when it arrived. It was sufficient, however, that the child did not so think. He was enraged at the difficulties before him, and threw down his books in a perfect gust of passion. He "confounded" the old hard dry things, and wished heartily they were "burnt up!" The man that made them ought to be "hung," for he was as "mean" as he could be. As to reasoning with him in this mood, one might as well have attempted to bring it to bear upon an untamed tiger. I endeavored to

soothe Billy's exasperated feelings by the use of soft words, bid him come to me, and promised my assistance. I did not reprove him, for if I had felt disposed so to do, experience taught me that was not the proper time. I read his lesson over slowly and distinctly, pronounced the hard words, and gave such explanations as I thought he needed. It seemed to lighten his grievances very much, whereupon, I requested him to try to read for himself. He made an effort, and it was crowned with success. He now began to smile, though the big tears had scarcely ceased to roll down his cheeks. Twice more he read it over, after which I examined him, and found that he had learned perfectly every part of the lesson. He then played cheerfully for half an hour, went to school at the proper hour, and received a ticket for his good lesson. On his return I began to allude good humoredly to his behavior in the morning, when he placed his little hand upon my mouth with an imploring look, as much as to say, "please do not mention it!"

Now it will be readily conceded that the fault was in little Billy, and not in his long lesson or the hard words. He arose from his bed in an ill humor, and was not therefore in a condition to view things in their proper light. His hair got tangled in washing his face, and the comb pulled it severely on account thereof. This made his biscuits too cold and his coffee too hot, and sadly deranged every



thing else that came in his way. If I had assisted him soothingly in combing his hair, as I did to get his lesson, perhaps all his subsequent provocations might and would have been avoided. As it was, one paved the way to another. If you ask me why the child was ill when he arose, I suggest that he slept under too much covering, was slightly indisposed, or had unpleasant dreams.

At times Billy's sister feels indisposed to play with him, and he considers the disappointment a great grievance. He strikes his finger with the hammer in attempting to drive a nail, and thereupon invokes the heaviest imprecations on that instrument. When he calls his dog, and the animal from laziness disregards his calling, he instantly becomes furious, having already discovered that it is man's province to be obeyed. The wind blows his hat off, and thereupon he boldly pronounces that element an unauthorized meddler with his rights and property. Such are his annoyances and grievances. They are always pretty sure to produce an outbreak of passion, the extravagance of which depends to some extent on the mood in which he happens at the time. They are little clouds obscuring his morn, which, like those of summer, when they have passed away, are succeeded by a most pleasant sunshine. They are as the faults of a friend should be, overshadowed by the lustre of virtues that cluster around.

But there are thousands of persons much older than Billy who exhibit all his want of reason when annoyances arise. Two learned Judges were once returning to their homes from their circuits in the eastern part of this State. They reached the town of—an hour or two after nightfall, and found near the market house a number of boys,

who concluded to have some amusement in throwing "crackers" at the travelers' horses. Both horses became greatly frightened, and it was with the greatest difficulty they could be commanded by the rein. Judge——, then a distinguished lawyer, became enraged at the pranks of the thoughtless boys, upbraided them in the hardest terms, and finally threatened and cursed alternately. This was just what the boys desired; consequently another string of "crackers" was thrown, with the hope, of course, of continuing the pretty scene as long as possible. Judge——was cool and deliberate, and saw clearly the error into which his friend had fallen. "My little gentlemen," said he in a most persuasive tone, "you will oblige me very much by discontinuing your sport till my horse has passed, for he is quite unruly." Soft words had the desired effect, and none of the boys afterwards could have been persuaded to continue the mischievous annoyance.

The petty annoyances to which most men are subject originate in our habitual domination. So in the case of little Billy, which led us into this train of reflection.—He is accustomed to have whatever he wants, from a hat or coat down to a potato or piece of pie. He rules absolutely in his sphere, though fortunately it is not very large. All persons around him are in the habit of conforming to his wishes, for the purpose of enjoying a hearty laugh, if no other. The child, therefore, expects inanimate things to conform to his will in like manner; disappointed in which vain expectation, an outbreak of passion ensues. It has never occurred to Billy that *he* must submit to inanimate things as they are.—He views them as servants, and



considers he has a right to be offended at disobedience.

The unpardonable petulance of men has the same origin, for we find it strikingly exhibited only in those who have been accustomed to exercise complete domination. This is established in the case of Xerxes. He was a tyrant, and his subjects obeyed every command without a moment's hesitation.—As his will had been supreme law from his infancy, he was enraged at finding his purposes thwarted by "proud Athos."

If this position be correct, petulance is by no means an indication of a want of sense. It is clearly the result of bad education. When it is discovered by a teacher, it is as much his duty to eradicate it as to advance the pupil in his studies. It is often greatly increased by a peculiar condition of the system, by ill fortune, or by the state of the weather. Many persons are quite tart when they first rise in the morning; the very nature of some seems to undergo a thorough change by failure in their undertakings; even a cloudy or rainy day makes many very unpleasant companions.

R. H. B.

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**BREVITIES.**—A learned writer says of books: "They are masters who instruct us without rods or ferules, without words or anger, without bread or money. If you approach them, they are not asleep; if you seek them, they do not hide; if you blunder, they do not scold; if you are ignorant, they do not laugh at you."

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Vice stings even in our pleasures; but virtue consoles even in our pains.

## THE BOOK OF THANKS.

"I Feel, so vexed and out of temper with Ben," cried Henry, "that I really must——"

"Do something in revenge?" inquired his cousin Kate.

"No, look over my Book of Thanks."

"What's that?" said Kate, as she saw him turning over the leaves of a copy-book nearly full of writings in a round text band.

"Here it is," said Henry; then read aloud: "'*March 8. Ben lent me his new hat.*' Here again: '*June 4. When I lost my shilling Ben kindly made it up to me.*'—Well," observed the boy, turning down the leaf, "Ben is a good fellow after all!"

"What do you note down in that book?" said Kate, looking over his shoulder with some curiosity.

"All the kindnesses that ever are shown me; you would wonder how many they are! I find a great deal of good from marking them down. I do not forget them as I might do if I only trusted to my memory, so I hope that I am not often ungrateful; and when I am cross or out of temper, I almost always feel good-humoured again, if I only look over my book."

"I wonder what sort of things you put down," said Kate. "Let me glance over a page."

"Mrs. Wade asked me to spend the whole day at her house, and made me very happy indeed."

"Mrs. Phillip gave me five shillings."

"Old Martha asked after me every day when I was ill."

"Why do you put 'Father and Mother' at the top of every page?" asked Kate.

"Oh, they show me so much kindness that I cannot put it all down, so I just write their names



to remind myself of my great debt of love. I know that I never can pay it! And see what I have put at the beginning of my book—  
*'Every good gift is from above;'*  
 this is to make me remember that all the kind friends whom I have, were given to me by God, and that while I am grateful to them, I should, first of all, be thankful to him."

I think that such of my readers as have ability and time would find it an excellent plan to keep a Book of Thanks; and let such as cannot write them down yet keep a book of remembrance of past kindness in their hearts!

A pocket-book new for every year,  
 "The Book of Thanks," with its pages clear!

Go, buy it, and fill it with mercies free,  
 Which God may send in the year to thee.

'Twill humble thee oft, when murmurs rise

At troubles that spring from below the skies,

When thou shalt turn to the record there,

And see how many thy mercies are.

'Twill cheer thee on in thy narrow way,  
 When thou shalt droop in a dreary day,  
 To trace the love, that has led thee on  
 Through trials dark, that are past and gone.

Thy "Book of Thanks"—ah, sure it will be

A sweet remembrancer here to thee,  
 Helping to lift thine heart above,  
 To the world of praise and the Source of love. *Pleasant Fruits.*

Be courteous. Remember that bad manners make bad morals. A kind *no* is often more agreeable than an uncourteous *yes*.

### RISE EARLY.

Insidious Sloth her object gains,  
 If but a hearing she obtains.

A youth accustomed to sleep late,  
 And make the breakfast-table wait,  
 Was asked, "Why lie so long in bed?"  
 "I listen to a cause," he said:

"As soon as I unclothe my eyes,  
 My better angel bids me rise:  
 'Up! up!' she says, 'to meet the sun;  
 Your task of yesterday's undone;  
 A thousand fresh delights you miss,  
 In dozing at an hour like this;  
 You lengthen out the hours of slumber  
 Beyond what health and nature number;

Arise, if you a man would be!  
 From these enfeebling toils be free!"

'Lie still!' cries Sloth; 'it is not warm;  
 An hour's more sleep can do no harm;  
 You will have time your work to do,  
 And leisure for amusement too.'"

Much must be heard on either side,  
 The question fairly to decide;  
 And ere the long debate is o'er,  
 Time and occasion are no more!  
 Would you the joy of victory know,  
 Pause not to parley with the foe:  
 Play not the sluggard and the dunce,—  
 Awake! arise! start up at once!

Temperance, open air, easy labor,  
 simple diet, and pure water, are  
 good for a man all the days of his  
 life. Sound sleep cometh of moderate eating. Unquiet meals make ill digestion. He that would have a clear head must have a clear stomach.

Let no man be too proud to work.  
 Let no man be ashamed of a hard  
 fist or sunburnt countenance. Let  
 him be ashamed only of ignorance  
 and sloth. Let no man be ashamed  
 of poverty. Let him be ashamed  
 only of dishonesty and idleness.



## Resident Editor's Department.

STATE EDUCATIONAL ASSOCIATION.—As already noticed, the next regular, annual meeting of the Association will be held in Statesville, commencing on the 7th of July.

As this No. of the Journal will probably reach the most of our subscribers before the time for starting to this meeting, we wish to urge them to allow no trivial matter to keep them away. Let them show that they are the true friends of education, by uniting in the efforts of the Association for the advancement of all the educational interests of our State.

They may contend that they are laboring in the cause, at home and in their own proper sphere. This is doing well, so far as it goes, but we wish to see more action in concert.

Whatever has proved most effectual for the elevation of the human race, morally, mentally and physically, has been the result, not of individual and isolated effort, but of the united labors of men, associated together and working for the attainment of the same great end.

When our Saviour, after having taught those who were to be the religious teachers of the world, ascended again to His throne on high, did He direct them to go forth and labor as individuals, without ever consulting together as to the best method of accomplishing the great work committed to them?—Let the records which they have left us answer—Let the *associations* of the teachers of the religion of our Saviour, which have descended from them to us, answer.

Then shall not we profit by the example thus set before us? Vast and

important indeed was the work committed by our Saviour to his immediate disciples and to those who have succeeded them; and well might they feel the necessity of frequent consultation and of gaining wisdom from each other's experience. But is not our work next in importance, at least, to theirs? Are we not indeed co-workers with them in the great work of man's moral reformation? Let us then take counsel together, for our own improvement and for the advancement of *our* cause.

Men of almost every calling and profession have begun to realize the advantages of such societies as enable them to enjoy the benefit of each other's experience and observations. We see this, in the increasing productiveness of the soil, wherever our farmers have taken an interest in agricultural societies. Nor have mechanics' Institutes been found less powerful instruments in promoting the progress of the various arts.

While such unions are becoming almost a necessity, yet they are far less important and necessary than *teachers' associations*,—not only because our work involves more of the interests of society, but also, because teachers have fewer opportunities of being together, while engaged in their work, than men of almost any other profession. They are confined within the narrow walls of a retired room, which is seldom entered by a brother teacher. Their hours are so regulated, by the striking of the clock or the sound of the bell, that one can scarcely ever be with another except when both are unemployed.



How then are we to receive the benefits of each other's experience, unless we meet together and interchange our views on the various topics that may be brought before us? But we need say no more in regard to the advantages of associations, for they are fully appreciated, we are sure, by all the readers of the Journal. And we hope to have the pleasure of meeting you at Statesville, that we may urge each other forward in our work, and that we may act in concert for the improvement of our educational system.

INVITATION.—We call the attention of our readers to the following, sent us by the committee—

Statesville, N. C.,  
June 5th 1858. }

SIR: The people of Statesville have seen with pleasure the formal acceptance of their cordial Invitation to the EDUCATIONAL ASSOCIATION of North Carolina, to hold its next annual Meeting in their Town, on the 7th of July next—and they have appointed the undersigned a Committee to tender to all the Delegates the Free Hospitalities of the place, during the session of the said meeting.

Committees have also been appointed to attend to the conveyance of Delegates from the terminus of the Rail Road to this place and to provide for their comfort during their sojourn.

O. GILLESPIE,  
J. W. STOCKTON, } Committee.  
W. P. CALDWELL. }

We know that our good friends in Statesville will be disappointed if, after making preparations to entertain all who may attend, there should not be a large number of delegates there to share their kind hospitalities. We hope therefore that all who can will be present.

We find the following in the *Iredell Express*, from the committee appointed to make arrangements for the conveyance of delegates—

"A train will be placed on the W. N. C. Rail Road which will leave Salisbury on the 6th of July, at 1½ o'clock, P. M., and on the 7th at 7½ o'clock, A. M. Connecting at the end of the iron with C. S. Brown's western line of stages."

THE JOURNAL.—We hope that all of our readers, who expect to meet us at Statesville, will try to bring with them the names of some new subscribers.—Our list is not sufficient yet to sustain the Journal, and unless its friends will make some effort to extend its circulation it cannot be continued after the present year. But a little effort, on the part of each subscriber, would very soon double our list and insure it a support. Do you wish to see it succeed?—then bring with you the name of one or two of your friends, and you may hope for success for it. We know that there are *thousands* of the friends of education in North Carolina who would gladly aid in its support, if the subject were presented to them. But they have never seen a number of it and if they know that it is in existence, it is only through the news paper notices.

The Journal is the property of the State Association. Its condition will be fully explained at the meeting at Statesville and its fate will depend greatly upon the action of the Association. Its friends should be there to give it their support and encouragement. But be sure to bring the *names of some new subscribers*, for nothing else will insure its success.

TYPOGRAPHY.—Should our readers discover an unusual number of typographical errors in this No. of the Journal, we offer as our excuse, for apparent carelessness, that we were from home for some weeks and were therefore compelled to hurry over our work.



# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

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VOL. I.

AUGUST, 1858.

No. 8.

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## PRIMARY SCHOOLS.

From the port of Rochefort, in the west of France, on the 17th of June, 1816, there sailed an expedition, bound for the colony of Senegal, on the western coast of Africa. This colony had been captured from the French, by British power, in 1809, and ceded back again by the conditions of peace which were agreed upon in 1815. The squadron fitted out for this expedition consisted of four vessels; the principal of them was the *Medusa*, a frigate of forty-four guns. On board this vessel were the governor, his chief associates in office, a considerable number of soldiers, besides a large number of women and children. The whole number of individuals in the frigate was four hundred. The command of this vessel was entrusted to Capt. Lachanmareys. He was remarkable for his ignorance of seamanship, cruelty of disposition, and a firmness, which, coalescing with his other qualities of mind and heart, was nothing less than willful obstinacy. Wise in his own conceit and indisposed to heed the advice and warnings of others, as ignorant men are prone to be, he persisted in a careless management of the frigate. Paying no atten-

tion to the admonitory signals, which were given by another vessel of the squadron, and intended to warn him that the course which he was pursuing would bring him upon dangerous shoals, he soon lost sight of the other vessels of the expedition, and, in a few days, the dingy, sandy coloring of the water gave unmistakable evidence that real danger was close at hand. The stupid captain, being at length aroused from his stolid and reckless indifference, gave orders to change the ship's course. But the time when human effort and skill could avail had passed. A saddening shock assures all on board that their worst fears are realized; deep in the sands of the shoals the vessel is immovably fixed. Then followed a catalogue of woes, that makes the heart shudder to read—watery graves, starvation, maddening thirst, mutinies, and the development of fiendish passions to which human beings fall victims by scores.

I have thus briefly sketched this historical incident because it seems to me to illustrate, truthfully, the almost reckless indifference, with which, in educational matters, the most sacred trusts are committed



to incompetent and inexperienced hands. With a skillful captain, one, who by tact and education had become master of his profession, the Medusa would, doubtless, have sailed safely into her destined port. The dreadful wreck was the result of no defect in the ship, and of no violent storms. How many men are wrecked upon the shoals and quicksands of life, because of the wrong direction given them in the earliest years of life's voyage!

The foundation of the character of the future man is laid while the boy is attending the Primary school. Every one knows that susceptibility to the influences which affect the conduct decreases with the increase of years, but all do not so fully believe that the influences which operate upon the child of a few years are wont to give decided and permanent direction to character. I doubt whether parents often think it possible, that the intellectual habits which their child may form before he is eight years of age, may practically determine whether that child shall be a dolt or an enthusiast in science. Yet all this is often true: I do not say always. This, however, cannot be controverted; all the teachings of the Primary school will inhere in the future character, intellectual, moral and religious; they can no more be eradicated than the crooked and ungainly oak can be straightened so that its fibres and layers shall tell no tale of the early bending of the pliant twig. Is it, then, a trivial question, who shall have the training of twenty, thirty, fifty, or a hundred pliant men and women twigs? Is it just, is it rational, that any one should thoughtlessly, without fitness and without experience, assume a trust so laden with momentous consequences?—No one ought to commence a Pri-

mary school without an adequate appreciation of the great responsibilities that are to be assumed, and of the controlling, and far-reaching influences, for good or for evil, which he will inevitably exert.

If it be absolutely necessary that one should have clearly before him a high and correct standard, in order that he may secure any kind of excellence in his own personal attainments, it is equally indispensable that teachers should keep continually before themselves a high, correct and symmetrical standard of the combined excellences, such a combination of excellences as will constitute a noble and influential character; to this standard they should aim to bring all their pupils.

The next indispensable requisition in the teacher, is, ability to govern properly. I think it doubtful whether the qualities which constitute such ability can be very satisfactorily presented by any method of sharp analysis and synthesis. It seems to be a spontaneous force of manly development and symmetry. A very eccentric person is rarely, if ever, a good disciplinarian. We may safely assert, then, that the teacher must have genuine integrity, or, as it is sometimes termed weight of character, and a sound practical mind. The whole list of virtues is very needful, but without some of them, which may be readily named, the teacher can do nothing. There must be patience to endure perplexities; patience to repeat and unfold truths that appear very simple, until sleepy minds are awake enough to catch a glimpse of them; patience to work and wait months for results that you wish to accomplish in a day. To patience we must add firmness, that healthful, wholesome kind which



is not liable to be mistaken for obstinacy; a steady persistent adhesion to a carefully considered purpose, which is based upon a settled conviction that the end sought is the Good and the True. To firmness we must add cheerfulness. This is spontaneous when, within self, evil has been overcome and moral harmony restored. It is certain that moroseness or ill-humor, in any degree, is contagious, and if its opposite is not equally so, experiment has already proved that it is not entirely incapable of diffusion. Cheerfulness lubricates both the physical and mental systems, causing both to run much more swiftly, smoothly, add with exemption from harsh grating and wear. To cheerfulness add kindness. This virtue is more active and positive than the preceding. Let the teacher but make an unmistakable impression on a school that their happiness, as well as their highest excellence, is heartily desired, and that teacher wields over those scholars a wand more magical than birch or hickory.

A good teacher will possess a ready faculty of imparting knowledge in such a way as to create and stimulate a healthful mental appetite. To be lavish in the presentation of valuable truth, when there is no inclination to receive and devour it, argues a lack of sense, to say nothing of economy. Such ability implies some knowledge of mind, some understanding of the order in which the mental faculties are naturally and properly unfolded, some acquaintance with the relative capability of these faculties in the different stages of their development. If all teachers entered the school-room thus prepared, great evils, that are now very prevalent, would be rapidly corrected. In the young child both body and mind

are exceedingly active, but both alike are incapable of constrained and protracted exercise; variety and activity are indispensable to the healthful condition of both. The teacher who attempts to keep the young child in a single rigid posture, for any considerable length of time, sins against the laws of nature; it is an equal violation of the same sacred laws to attempt to chain the young mind to continuous intellectual effort. It has been said that this is an age of compromises. Perhaps this prevalent spirit of the times has exerted an influence in the schools. Many teachers seem to have let themselves half-way down to childhood and are expecting that childhood will meet them there. They are willing to be simple in their behavior, and to use simple text-books, but they require their youngest scholars, unaided, to abstract their lessons from the printed page, while the recitation is merely a dry verbal repetition of the contents of the book, unqualified by any comment or illustrations. To expect that youthful minds will develop healthfully and thriftily under such treatment argues a lack of reason and common sense. You might as well expect that the delicate plant that demands your daily nursing, would still thrive and produce its beautiful blossoms, when trans-planted from the green-house to the arid sands of the African desert. Children love to learn, and are quick to perceive and grasp new truth, if it be rightly presented. The power of abstraction is not developed, but the senses are all awake, and their exercise affords peculiar pleasure. Before the child, we should hold up truth in its objective forms, not enveloped in mist, but clear and bright, fresh from an appreciative mind. Curious and



wonderful facts culled from the book of nature, facts about stones, trees, plants, flowers, insects, birds, fishes, animals of every species, are proper and useful themes for familiar discourse. Let the teacher be intelligently communicative upon such topics, adopt such methods of review and examination as will fasten in the mind the information given; then may he expect that his pupils will be bright scholars, and parents will be relieved from the task of driving their children to school.—*N. H. Journal Education.*

#### A BAD SCHOOL FOR BOYS.

What has been called the "street school," is one of the most pernicious to which parents can permit their sons to go. In this school there are many teachers who are, most unfortunately, not only profoundly learned in the different branches of rowdyism and black-guardism, but well skilled in imparting it to others. Here almost every species of vice is to be learned by the young. Those who attend are alternately pupils and teachers. While they learn lessons of crime from their seniors, they impart instruction to their juniors; so that it is a kind of reciprocity school, where there is but little outlay of any thing but pleasing indulgence.

We have sometimes wondered, in passing along the streets, whether the parents of the boys we meet, are christians or infidels. Surely if they were all the latter, they could not pay less attention to the Divine injunction,—“Train your children in the nurture and admonition of the Lord,”—than they seem to have done. We have

heard boys from the age of five years to fifteen, belching forth huge oaths,—which do no discredit to a professional blasphemer. And not only are our ears saluted with profanity of the highest type, but with the lowest species of vulgarity—such as we could reasonably expect to find nowhere this side of the “Five Points.”

Can it be that the parents of those boys are ignorant of the manner in which they spend their evenings? If we admit that they *are*, still we cannot allow that ignorance will answer as an excuse.

We hold it to be a law, growing out of the relation of parent and child, as well as a law of the Bible, that every father should know *where*, as well as how his sons spend their leisure hours. He is bound to rear them up with the understanding that his pleasure is to be consulted on all occasions, so long as they are in their minority. The idea that boys of ten, twelve or even fifteen years of age, are capable of self government, is as ruinous as it is false. To turn a boy of twelve or fifteen years of age out to govern himself, is, generally, to insure his ruin. He will “grow up like a wild ass’s colt,” and ere he arrives at maturity, he will demonstrate the folly of his deluded father.

Were it not for parental neglect, the gallows would find but few victims—State prisons but few inmates—gambling hells but few visitors, and brothels few supporters. For all these places, parents rear their sons without being conscious that they are doing so.

The sublimity of wisdom is to do those things living, which are to be desired when dying.



## AN INCIDENT IN SCHOOL GOVERNMENT.

My friend Stanton undertook teaching a private school in the place where he was living. He had been brought up in the West, and had lived for some years in Grovesend, so that he knew the character of the people, and the spirit of license and freedom which had generally been indulged in the children. Not a few of the boys had the reputation of being turbulent and rebellious, and it was likely to require both a steady hand and good judgment to control with success the wild elements. I have thought, from what I know of Stanton's school, that he was often too lax in his management; but he excused himself by quoting the agricultural proverb about not setting the coulter too deep for new ground. He said he should bring up the standard both of discipline and scholarship as he enlarged the school and brought it more fully under his influence.

Stanton's arrangements at first were such that he was not obliged to spend his whole time in the school-rooms. For assistant he employed a female teacher who had been trained in one of our best New-England academies. She had complete knowledge of what she was to teach, and the steady patience and perseverance necessary for thorough drilling of her classes; besides, she had the New-England ideas of duty and discipline; she had obeyed strict regulations in school, and in turn expected obedience of her pupils. Her manner was quiet and dignified, some times seeming severe, but generally gentle, and never in the least overbearing. The school-room was

frequently left in her charge, and there were several classes which some times recited to Stanton and some times to her.

For a considerable time all went well in School. Perhaps the western courtesy to women coincided with the dignity of the teacher and the ambition for good-standing which was aroused by Stanton's new government, so that even the roughest boys, those who had defied all authority both at home and at school, were as ready to obey Miss Gilbert as Stanton himself. But at length a spirit of insubordination was manifest, which seemed to indicate that three boys nearly grown had determined to break down Miss Gilbert's authority.— When she had the care of the room or was hearing their classes, they were disorderly, communicating with each other, occasionally whispering, laughing, or getting up trifling play. Her glance of displeasure was met by a look of cool indifference: when called by name in reproof of their misbehavior, they soon renewed the offense, and plainly set her at naught. If Stanton was in the room or heard them recite, they were perfectly respectful and orderly, and could not be detected in any impropriety.

Stanton was unwilling to interfere to support Miss Gilbert's authority on what seemed to be such slight necessity. The spirit that actuated the three young men (as they might be considered) was evident, and the conspiracy undoubted; but unless it came out in more overt acts it would appear both to them and to the rest of the school



that she was unable to maintain her authority without a constant and visible support from the principal. It would not do to let them drive her to a perpetual reporting of minor delinquencies. Stanton resolved to compel them either to yield to her, or rebel so openly that the intervention of the supreme authority should be manifestly called for. "As a doctor" said Stanton, "some times hastens the crisis of a disease and thus forwards its cure, so I determined to make these boys see where they stood, and choose between rebellion and unqualified obedience; I was sure they would choose the former.

Giving Miss Gilbert his view of the matter and directions for the execution of the plan, one day he spent more than usual time in the school-room, and heard many classes. Whenever he detected a pupil holding communication with another he instantly called him by name, and ordered him to stand up and remain standing until permitted to sit down. Some were called up at their desks, others at recitation; in either case the new punishment was a great mortification, but no one hesitated to obey. The three conspirators, Grosstate, Thorpley, and Royston, were, as was expected, blameless; but the whole school wondered at the innovation.

Next day Miss Gilbert was left in the chair as usual. When she called up the class containing these boys, they soon renewed their misconduct. She ordered Grosstate to stand up. He refused. She asked if he understood the order, and repeated it. He refused, adding insolent language to the refusal. Before the recitation was through, Royston and Thorpley had each received and disobeyed the same direction, but without

insolent replying. No further notice was taken of the matter, and things went on as usual through the day. Stanton had wished to deal with Grosstate first, because he had least courage and obstinacy, and was the weak point in the conspiracy. His special insolence gave reason for calling him first to account.

At the close of school in the afternoon Stanton had given the signal of the bell to prepare for dismissal, and the pupils were waiting for signal for departure, which was never given till the bustle of putting away books had subsided to perfect silence. When every eye was upon him with expectation, he suddenly turned to Grosstate and said sternly, "Alfred Grosstate, this morning you were guilty of insolent conduct to your teacher, Miss Gilbert. You knew that sitting in my place she had full authority over the school; but you told her you would not mind *her*. Now," drawing his watch and laying it on the table as he spoke, "I give you *two minutes* to confess your offense, say that you are sorry for it and will do better. If you do not do so, we will settle the matter after school."

Corporal punishment was almost unknown in the school. What might be meant by 'settlement after school' was not known; but that it was something to be feared was manifest, and it was known that corporal punishment might prove very severe.

As Stanton ceased speaking, every eye turned from him to Grosstate. No one stirred. Not a breath was heard. The culprit was taken by surprise. He had expected to be notified to stand up, and had made up his mind to take a moderate whipping, but without giving up his rebellious spirit. Now he



was in a pillory of shame. The steadfast artillery of eyes on every side distressed him. The unwonted silence and attention concentrated the impression, while the stern glances of the teacher were like arrows of fire. He turned red, then pale, then flushed up again. His face quivered and was distorted with contending emotions, while his limbs moved in little jerks and he twisted his body on his seat, looking only at the master before him, who was looking some time at him, some times at the school, and some times at the watch. "One minute has passed," said Stanton. There was no change, but that his face showed that his will was failing under the trial. "Thirty seconds are left," said the teacher. "I don't know what you want me to say," stammered Grosstate. "You know that you were impudent to Miss Gilbert and refused to obey her, and you can say so; you know whether you are sorry for it, and will behave better, and you can say so. Fifteen seconds are left." In an instant he was on his feet, faltered out the required apology almost in Stanton's words, and subsided into his seat, thoroughly conquered.

He was never again disrespectful to any of his teachers in that school; and when, some months later, Miss Gilbert died unexpectedly one night, and the announcement was made in school next morning, the sorrowful face and tearful eyes of Alfred Grosstate bore testimony to his kindly regard and true respect for her.—Perhaps a touch of remorse deepened the feeling.

The other boys were soon disposed of. They were not noticed that day, but knew that something awaited them. Thorpley's con-

duct was mentioned to his father, and home influence and the teacher's admonitions brought him back to his duty. Royston had had difficulty with previous instructors; Stanton talked with him kindly two or three times and urged him not to forfeit the good character he had begun to earn, and warned him that the end with him would be dismissal from the school. He chose the wiser course, and confessed and forsook his rebellion.

Stanton never repeated this expedient, for he had no occasion so to do, and part of its effect came from its novelty. Had he required instant submission, the boy might have refused it; had he given him forewarning, he might have gathered his powers of resistance; and if the apology had been left to be given next day, his fellows would have strengthened his courage.—They ridiculed him for yielding in two minutes, but were weakened by his defection, and strongly impressed by the promptitude, energy and determination of their teacher: they learned that he would vindicate his authority and maintain his government, choosing his own times and ways. Those 'two minutes' exercised the fell spectre of insubordination, so that it vanished forever from that school.—*Illinois Teacher*.

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Goold Brown thinks '*heiress's*, *peeress's*, *countess's*, and many other words of the same form, are as good English as *witness's*,' and quotes from *Burns's Poems*, p. 44: '*Miss's fine lunards*,' and '*Miss's bonnet*.' He also makes the following quotation:

'She made an attempt to look in at the dear *duchess's*.'—*Letters to a Lady*.



## EDUCATIONAL SENTIMENTS.—

1.—Let parents to their children, and children to their parents, and every man to every man, exalt the *worth of a good education*, and all be ready to make efforts and sacrifices to secure its priceless benefits.

2.—See to it that students are present at the beginning of the session when the classes are organized: that they are in their places every day; and that they continue until after the close.

3.—If possible, let students keep on through successive sessions.—There is no calculating the disadvantages of the opposite course. It requires much labor and some time to get the mind harnessed and used to the harness. Yet if there must be interruption, only half the time is better than none at all.

4.—Institutions of learning have rules.

5.—Institutions of learning have rights. How often both rules and rights are forgotten.

6.—Since in all institutions there must be government—kind, firm, and sometimes severe—in every question which arises, *give your influence decidedly in favor of law and subordination*. A great danger to us in this land of liberty is that the spirit of disobedience will get the mastery *and that parents will let it*. Read the history of Eli (1st Samuel 2d, 3d, and 4th chapters.) Faithful discipline is absolutely necessary, and is even an important means of grace.

7.—Yet encourage in the young the free-will choice of right principles and conduct; so that reverencing God and their parents and instructors, and respecting themselves, they shall with true courage and decision do their part in making up a right public sentiment in

the institution of which they are members. Put them upon their honor and say Judge ye yourselves what is right. Then treat them accordingly until they show themselves unworthy of confidence.

8.—In and over all, implore the blessing of God in the name of the risen Redeemer. It must be by his grace, if our children escape the thousand paths of infamy, and rise to the safety, the dignity, the blessedness of *Christian men and women*.

REV. P. E. STEPHENSON.

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Take care in your talk never unnecessarily to say that which, if repeated, may give offence to others. Because it may often be injurious to yourself at a time and in a manner unexpected. Observe this well, I say; for many even of the prudent err in this respect; and it is difficult to abstain from it. But if the difficulty be great, much greater is the advantage which will result to him who can practise this rule.

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He must be a poor creature, that does not often repeat himself. I imagine the author of the excellent piece of advice, "Know thyself," never alluding to that sentiment again during the course of a protracted existence! Why, the truths a man carries about with him are his tools; and do you think a carpenter is bound to use the same plane but once to smooth a knotty board with, or to hang up his hammer after it has driven its first nail?



## PROCEEDINGS OF THE STATE EDUCATIONAL ASSOCIATION.

*Statesville, July 7th., 1858.*

The Association commenced its regular annual Sessions, in the Presbyterian Church, in Statesville, July 7th., at 2 O'clock P. M.

All of the regular officers being absent, the meeting was organized by calling Prof. R. Sterling of Greensboro' to the chair, and appointing Mr. G. W. Whitford of Edgecombe, Secretary.

The meeting was then opened with prayer, by Rev. W. W. Pharr of Statesville.

On motion, all persons present, who were eligible according to the constitution and who desired to co-operate with us, were elected members of the Association; and a committee was appointed to obtain names and address of all the members present, and hand the list to the secretary.

### LIST OF MEMBERS PRESENT.

(The Secretary believes that there were a number of members present, whose names do not appear in this list, but all are enrolled that were given to him.)

*Alexander.*—W R Gaultney, A C McIntosh, Thos L Troy, Rev B York, R W York, H A L—J H Foote, H T Burke, W B Pressley.

*Alamance.*—R W Wilson, Miss M C Dixon.

*Beaufort.*—S H Wiley.

*Brunswick.*—W W Bennet.

*Burke.*—W F McKisson.

*Cabarrus.*—Geo Barnhardt, A E Harkey, W A Barrier, Wm Gerhard.

*Catawba.*—J. A Moore, R M Bell, A T Cansler, J M Smith.

*Chatham.*—Rev L Holmes.

*Craven.*—Wm H Mayhew.

*Davidson.*—B F Blair, Benj Slade, S M Tomlinson.

*Duplin.*—O W Carr, B V Carroll J M Millard, Jas J Huggins, Miss M J Mathis.

*Edgecombe.*—G W Whitfield.

*Granville.*—Rev T U Faucette, Wm C Mallory.

*Greene.*—J Q Jackson, B F Spivey.

*Guilford.*—Rev E W Caruthers, Rev T M Jones, Rev J J Smyth, Rev C H Wiley, M C Meudenhaul, J A Amis, Miss Fannie M Ogburn, Miss Ellen E Morris, C C Cole, J D Campbell, E N Hoskins, Wm M Wiley, R D Lilley.

*Halifax.*—P A Page, J H Page, And. Coningland.

*Harnett.*—Neill McKay Jr.

*Iredell.*—Dr Y S Dean, Dr J R B Adams, Jno R Adams, Jno W Gibson, John Young, Jas P White, J A Witherspoon, Wm A Kerr, Dr H Kelly, Rev B Clegg, P C Carlton, Dr J C Halliburton, J F Bell Jr, Dr A A Lawrence, John Davidson, Rev W W Pharr, E B Hall, Rev T W Erin, J E Montgomery, J B Thomas, J N McLeland, Miss S E Campbell, Miss M R Caldwell, A H Merritt, J W Stockton, Jas Hill, O Gillespie, E W Faucette, L D Sharpe, E C Tomlin, L N Thomas, B F Douglass, J D Rankin, J M Sanford, W D Hill, S A Bell, Col M Campbell, J F Bell Sr, L L Stewart, Thos L Tucker, J A Johnson, J C Stewart, J R Cornelius, J W A Kerr, D H Goodman, M M Mayes, R G Poston, N S Houpe, E M Campbell, Mrs M E Pond, J C Al-



extended J. A. C. of York, W. B. Ware, W. B. Ware, J. A. F. Ware, E. J. Stapp, Rev. J. S. Edwards, H. S. Latta, Jr. J. A. McManis, H. Morrison, J. A. Smith, R. H. Hill, A. Clark Jr., P. Hunter, E. B. Latta.

*Johnston*.—Rev. W. B. Jones, Mrs. Della W. Jones, Mrs. M. M. Tomlinson.

*Lincoln*.—Rev. R. N. Davis, H. C. Hamilton.

*Lenoir*.—Rev. L. Benson.

*Mecklenburg*.—A. H. Glasgow, S. L. Kerr, E. C. Oiler, F. H. Johnston, E. C. Hines, M. D. Johnston.

*McDowell*.—D. C. Rankin, S. W. Morrison.

*Orange*.—H. Norwood, Rev. F. M. Hubbard, Rev. J. A. McManis, J. H. Speed.

*Person*.—Rev. J. H. Brent.

*Randolph*.—J. A. Blair, Rev. B. Craven, L. of L. Johnson, R. C. Small, E. H. Hines, L. T. Ormond, A. B. Gross, L. W. Andrews, J. C. LaPrade, A. C. McAdams, C. C. Hines.

*Rowan*.—R. M. Roseborough, J. F. McCorkle, Rev. S. C. Alexander, M. H. Brandon, J. M. Sninn, J. W. Lawrence, W. P. Graham, W. L. Kistler, M. M. Miller, Messrs. Lingle.

*Rutherford*.—Jos. C. White.

*Simpson*.—T. S. Mary E. Vann.

*Surry*.—L. J. Norman.

*Swain*.—W. L. Barker.

*Wilkes*.—T. D. Triplett, Dr. A. A. Scruggs.

*Wayne*.—Rev. J. Nott, D. D., Jno. G. Elliot, D. T. Minard.

*Wayne*.—E. P. Tucke.

*Wake*.—Thomas Marshall.

—Rev. W. H. Slaughter.

On motion a committee, consisting of Messrs. C. H. Wiley, G. W. Whitfield and H. C. Hamilton, was appointed to prepare and report in business for the action of the Association.

and on motion of Rev. C. H. Wiley, ing section of regular officers was

made the first order of the day for tomorrow.

In accordance with a resolution, offered by Rev. B. Craven, a committee consisting of Rev. B. Craven, J. J. S. Mayhew and C. H. Wiley, was appointed to examine the constitution and suggest such amendments as may seem necessary.

Mr. Wiley, chairman of the committee appointed at our last annual meeting, to secure speakers and essayists, made a verbal report; and after making a few remarks, he introduced to the Association H. P. Tucke, Esq. of Raleigh, who read an able and interesting essay on the subject of Normal Schools.

On motion—Rev. B. Craven, J. D. Campbell and Rev. W. W. Pharr, were appointed a committee to consider the subject presented in Mr. Tucke's essay and report to this Association.

The committee appointed, at our last annual meeting, to secure the publication of the N. C. Journal of Education, made, through their chairman, a verbal report; and on motion, a committee was appointed, consisting of Rev. B. Gregg, Rev. J. J. Mayhew and Mr. H. Norwood, to consider the lists stated in this report and bring the claims of the Journal before the Association.

On motion of Rev. B. Craven, the chairman appointed, Messrs. S. H. Wiley, B. Craven, W. H. Mayhew, E. W. Caruthers, F. M. Hubbard, E. P. Tucke and W. B. Jones, to suggest subjects for essays and lectures, to be delivered at our next annual meeting.

The Association adjourned, on motion of Rev. C. H. Wiley, to make the address of J. Nott D. D. of Goldsboro', the order of the day for tomorrow, at 11 o'clock A. M., and the essay of Mrs. Della W. Jones, of Johnston, the order for 3 o'clock P. M.



The following resolutions were offered, by Rev. C. H. Wiley, and unanimously adopted by the Association.

*Resolved*.—That this Association has heard, with profound grief, of the death, since its last meeting, of E. W. Ogburn, one of its vice presidents and active members.

*Resolved*.—That in this dispensation of an infinitely wise and merciful Providence, we lament the loss of a sincere friend of education and of a useful and public-spirited citizen, whose principles of action, as we humbly believe, had their source in the pure fountain of christian faith.

*Resolved*.—That these resolutions be placed upon the records of the Association.

On motion the Association adjourned to meet to-morrow morning at 8 o'clock.

#### *July 8th.,—Morning Session.*

The Association met at 8 o'clock in the church. Prof. Sterling in the chair.

Opened with prayer, by Revd. B. Clegg.

The first order of the day being the election of officers, it was moved and ordered that the President be elected by ballot. On the first ballot REV. BAXTER CLEGG, of Olin, Iredell county, was elected President for the ensuing year, and immediately entered upon the duties of his office.

A committee, consisting Rev. J. J. Smyth, Jno G. Elliot and E. P. Tucke, was appointed to nominate persons to fill the other offices. After consultation the committee reported, and the following gentlemen were elected:—

#### VICE PRESIDENTS,

Prof. F. M. HUBBARD,—*Orange*.  
Prof. R. STERLING,—*Guilford*.

Rev. B. CRAVEN,—*Randolph*.  
Dr. A. A. SCROGGS,—*Wilkes*.  
Rev. W. B. JONES,—*Johnston*.  
Wm. H. MAYHEW,—*Craven*.

*Corresponding Secretary & Treasurer*—C. C. COLE,—*Greensboro'*.

*Recording Secretary*.—J. D. CAMPELL,—*Greensboro'*.

The committee appointed to suggest business for the action of the Association reported, as follows:

In addition to the matters already pending before the Association, the committee recommend—

1st. That some plan be arranged for increasing the circulation of the N. C. Journal of Education during the present year.

2nd. That a system of By-Laws, for the government of the Association and for regulating the order of business, be adopted.

3rd. That some annual fee be fixed, as the contribution of each member toward the regular expenses of the Association.

4th. That the Association provide, by By-Laws or otherwise, for the appointment of four standing committees, of five each—viz.—One on Common Schools—one on the Journal of Education—one to procure speakers and essayists—and one on Educational Statistics.

On motion, this report was received and adopted; and the Association proceeded to take the necessary steps to carry out its recommendations.

In accordance with the 1st. recommendation of the report, Messrs. Cole, Speed and Merritt were appointed to obtain pledges from the members present for a certain number of subscribers to the Journal.

After attending to this duty, they handed to the secretary pledg-



es for about 90 new subscribers.

In compliance with the 2nd. recommendation, Rev. C. H. Wiley, Rev. T. M. Jones and Rev. W. W. Pharr were appointed to meet the day before our next annual meeting and prepare a draft of By-Laws.

For provision in regard to the 3rd. recommendation, see constitution.

On motion, the four standing committees, called for in the 4th recommendation of the report, were appointed by the President; and are as follows:

*Committee on Common Schools.*—Messrs. John G. Eliot, S. L. Kerr, G. W. Whitfield, E. P. Tucke and Dr. A. A. Scroggs.

*Committee on Journal of Education.*—Messrs. J. D. Campbell, C. H. Wiley, G. W. Brooks, A. H. Merritt and E. W. Caruthers, D. D.

*Committee to procure Speakers &c.*—Prof. F. M. Hubbard, Prof. R. Sterling, Rev. T. M. Jones, Rev. C. H. Wiley and Rev. J. H. Brent.

*Committee on Educational Statistics.*—Messrs. J. D. Campbell, J. H. Speed, S. H. Wily, J. H. Foote and S. W. Morrison.

The committee, appointed yesterday, to consider the subject of Mr. Tucke's essay, made a partial report, which, after some discussion, was laid on the table.

On motion of Rev. B. Craven, a committee of seven was appointed to examine and report upon a manuscript Grammar submitted to the Association by Prof. York of York Collegiate Institute.

The President appointed on this committee.—Rev. B. Craven, Prof. R. Sterling, Prof. F. M. Hubbard, Rev. T. M. Jones, Prof. J. H. Foote, Rev. W. Gerhard and Mr. W. H. Mayhew.

On motion of Mr. Tucke, a committee consisting of Messrs. E. P. Tucke, E. W. Faucette and G. W. Whitfield, was appointed to examine the *calculating* Surveyor's Compass, recently invented by Col. Jas. M. Lilley of Va., and exhibited to us by Mr. R. D. Lilley—and report upon its merits.

After a recess of 10 minutes, the hour for the regular order of the day having arrived, the President introduced to the Association Rev. J. Nott D. D. of Goldsboro', who delivered an address—full of good thoughts and sound reasoning—on the subject of "Education—Its means—Progress—Defects and friends."

The consideration, of the subjects presented in this address, was made the order for 4 o'clock P. M.

The secretary was directed to have 200 certificates of membership printed to supply the delegates in attendance.

On motion the Association adjourned to meet at 2 o'clock P. M. in the chapel, of Concord Female College, kindly offered by the President of the College.

#### Afternoon Session.

The Association met, according to adjournment, in the College Chapel, and was called to order by the President.

The following resolution was offered by Rev. B. Craven and adopted by the Association.

*Resolved*,—That the use of Keys to Arithmetics, translations of the Ancient Languages and all things of a similar character, are exceedingly injurious to students in acquiring an education, when employed as means of avoiding study.

The hour for the order of the day—for 3 o'clock P. M. having



arrived—on motion, the essay of Mrs. Delia W. Jones, of Johnston, was read in an appropriate style, by Rev. T. M. Jones, of Greensboro'.

The secretary was appointed a committee to request, in behalf of the Association, a copy of Mrs. Jones's essay, for publication, in the *Journal of Education*. As soon as circumstances permitted, he made the request, in person, and the manuscript was placed in his hands.

Mr. Whitfield offered the following resolution, which was adopted.

*Resolved*,—That a committee of three be appointed, with discretionary powers, to consider the propriety and if, after mature deliberation, it may appear advisable, to memorialize the next Legislature, to pass an act granting to this Association such moneys as may remain, uncalled for, in the various clerks' offices in the State, instead of paying the same to the public treasurer and receivers of county funds, as is now required by law. Said moneys to be used, by this Association, for the purpose of preparing indigent young men and women for common school teachers.

Messrs. C. H. Wiley, G. W. Whitfield and W. W. Holden were appointed to carry out the provisions of this resolution.

Mr. Wiley, chairman of the committee, appointed at our last annual meeting, "to consider the propriety of memorializing the next Legislature of the State, in reference to such amendments and improvements of our Common School System as they may deem best calculated to promote the cause of popular education"—offered the following report which was accepted.

#### REPORT.

That they have had under consideration, the important and comprehensive subject referred to them—and that they deem it inexpedient at present, to make such recommendations as will answer to the full scope, of the resolution under which they were appointed.

They consider sudden and radical changes in our System of Common Schools as dangerous, believing that improvements must have time to grow and mature by degrees; and they feel that, under existing circumstances, this Association, while it cannot immediately enter upon many specific suggestions, can and should make itself useful in recommending a careful supervision of the system, in helping to develop a healthy state of public opinion—and in causing it at once to be known that the prosperity of this system is one of the leading aims of the Association.

The Association, yet in its infancy, is necessarily much occupied with attention to the ways and means of its own existence: and until its organization is completed, as it is hoped it will be at this meeting, it will not have time to devote such attention to amendments of the Common School Laws, as the great importance of the subject demands.

Every step of this kind should be taken with extreme caution; and in the mean time the committee consider it proper and right, that the Association give public and solemn expression to its interest in Common Schools, and avail itself of every appropriate means to diffuse correct information on this paramount subject.

The committee, therefore recommend, the adoption of the following resolutions.

*Resolved*, 1. That while we regard true religion, and obedience to God, as the one unalterable foundation of Na-



tional prosperity, we believe it to be a part of the obligations, of every christian State, to use all proper and possible means, to promote the education of the people.

*Resolved, 2.* That, in our opinion, a State, in its political capacity, can best promote the cause of general education, by founding and fostering a judicious system of Common Schools—and that we therefore, earnestly commend the Common School system of this State, to the kind consideration, the careful attention, and the ever-watchful guardianship of its people of every class, and its officers of every grade.

*Resolved, 3.* That we believe this system, is full of promise, and can be made of incalculable utility; and that we congratulate the people of the State, on the existence of an institution, which is placing North Carolina, among the foremost States of this Confederacy.

*Resolved, 4.* That we hail with the most lively satisfaction, the rapid and unexampled progress, of our beloved State in educational facilities of every kind—a progress, well calculated to cheer the heart of the patriot, and making strong appeals to the pride and the interest of every section, and of every party, to unite their prayers and their labors in behalf of its further promotion.

*Resolved, 5.* That we regard the prosperity of the various Educational Institutions of the country as intimately connected with the success of the Common Schools, and the members of this Association, having thus a common interest in this Institution, and desiring, as individuals and as a body, to exert themselves in further promoting its efficiency, will make efforts for the formation of local organizations similar to this, and affiliated

with it, and for the general circulation of the Journal of Education, the organ of this Association, among the officers and teachers of Common Schools.

And on motion it was further

*Resolved.* That a committee of three be appointed, to apply to the next Legislature for an Act incorporating this Association, and for an Act providing for the incorporation of affiliated branches in all the counties—and that said Committee, be also instructed, to confer with members of the Assembly, in regard to the propriety of having a charge of one dollar, laid on every Common School Teacher's license,—and on every renewal, for the benefit of the Common School Fund—and in consideration of this, to have one dollar appropriated from said Fund, for the benefit of every such teacher, to be used in paying the cost of the Journal of Education, to be sent to each one so paying for his license, without any other cost except that of postage.

The committee appointed under this resolution consists of Messrs. C. H. Wiley, G. W. Whitfield and W. W. Holden.

The report of the committee on the subject of Normal Schools, as presented in Mr. Tucke's essay, which was laid on the table this morning, was taken up and after some discussion, was, on motion referred to a committee, consisting of Rev. B. Craven, J. D. Campbell, Rev. W. W. Pharr, Prof. M. D. Johnston, and Rev. J. H. Brent, to report on the whole subject, at our next annual meeting.

The committee appointed by the Educational Association of N. C., on the merits of an "Improved instrument for surveying and calculating areas;" which was recently invented, and patented by Col.



James M. Lilley of Greenville, Augusta county, Va., and which was submitted for the examination of the committee, by his son, Mr. R. D. Lilley, whose object it is to introduce it into the different sections of the State, offered the following report, which was adopted and ordered to be published, as a part of the proceedings of the Association.

We have carefully examined the instrument, and have also noticed the numerous certificates of prominent gentlemen of high scientific attainments, who have given their testimony in regard to the merits of this invention. Although they have unanimously agreed, that it is a very valuable instrument, and far superior to any other now in use, for surveying purposes, they omitted to notice many advantages it possesses over any instrument now in use. Were the instrument limited to land surveying only, it deserves the attention, not merely of practical surveyors, but of men of higher scientific attainments. We would in the first place speak of its merits for surveying purposes. By this instrument, the areas of triangles, are easily calculated, with an accuracy surpassing that of many surveyors; and every case in right and oblique angled Trigonometry, when one side, and two angles or two sides, and an angle are given, can be very readily solved; and the case, of three sides given to find the angles, is more easily solved than any other.

The variation of an old line is easily calculated and it also gives the Latitude and Departure of each line as run, and the bearing and distance of the closing line, in a division of land. It is convenient, in obtaining the bearings by the angles, in running lines where local attraction prevents the use of the needle, and in obtaining the

measurement of lines crossing water courses, ponds &c., superseding the tedious process of triangulation by the common calculation.

Horizontal measurements and heights and distances can be calculated with an exactness quite sufficient for ordinary practical purposes; and for such work as levelling for mill-races and draining land, it answers every purpose of a Level; and by the substitution of telescopes for the common sights, it can be made to answer every purpose of the Transit or the Theodolite.

Although it may possess imperfections, in common with all other human inventions, yet we can safely say that, in our opinion, it is one of the most useful and accurate instruments that modern invention has produced. A plotting instrument, combining a protractor and rule, also accompanies this instrument, which renders the operation of plotting more expeditious and accurate.

Com. { E. Prentiss Tucke, *Civil Eng.*  
Geo. W. Whitfield,  
T. U. Fausette.

On motion Rev. W. Gerhard and Rev. W. W. Pharr were appointed on the committee to report on the Journal of Education instead of Messrs. Smyth and Clerg.

On motion the Association adjourned to meet in the church, at 8 o'clock P. M.

#### *Evening Session.*

The Association met in the church at 8 o'clock, P. M.—President in the chair.

Mr. Wiley announced to the Association that he had a letter from our late President, Rev. A. Wilson D. D., giving reasons for his unavoidable absence, and stating his sincere regrets that he could not be with us.



He also read letters, from Messrs. W. J. Bingham and W. W. Holden, expressing their interest in the Association, and stating that nothing, over which they had any control, would have prevented their being present.

The committee, to whom the manuscript Grammar of Prof. York had been referred, reported that the time allowed them for the examination was insufficient to enable them to do justice to the work; and on their recommendation, it was referred to a committee consisting of Rev. B. Craven, Prof. F. M. Hubbard and Mr. J. H. Speed, with instructions to report, at our next annual meeting.

The committee, appointed to examine the constitution and suggest amendments, reported; and after some discussion and some amendments to their report, the constitution, as amended, was adopted and is as follows.

#### CONSTITUTION.

*Article I.* The officers of this Association shall consist of a President, six vice Presidents, a corresponding secretary, and a Recording Secretary, to be elected at the regular annual meeting and to serve for one year, or until their successors be chosen.

*Art. II.* It shall be the duty of the President to preside and preserve order at the meetings of the Association. But in the absence or inability of the President, one of the vice Presidents shall perform his duties.

*Art. III.* The corresponding Secretary shall conduct the correspondence of the Association. He shall also act as Treasurer, and discharge all such duties as may be devolved on him by law.

*Art. IV.* The Recording secretary shall keep a faithful record of the Constitution, By-Laws, and proceedings of

this Association; he shall preserve such papers as may be committed to his care, and he shall superintend the publication of such documents as the Association may designate.

*Art. V.* The Association shall meet annually at such time and place as the Executive Committee may select. But the President, upon the requisition of the Executive Committee, shall call special meetings, at such times and places as said committee may determine; and no business shall be transacted at such meetings, but that for which they are specially called.

*Art. VI.* Twelve members from four different counties shall be a quorum to transact business at any meeting of the Association.

*Art. VII.* Any resident of North Carolina may be elected a member of the Association by a majority of the members; but the name of each applicant must first be proposed, accompanied by a statement of his county, post office and pursuit; and the name of no person shall be enrolled as a member, until he shall have paid fifty cents into the treasury of the Association.

*Art. VIII.* No money shall be paid by the Treasurer except by order of the Executive Committee signed by the President of the Association.

*Art. IX.* The Superintendent of Common Schools in North Carolina and the Secretaries of this Association shall be an Executive Committee, to execute the orders and attend to the general interests of the Association during the intervals between meetings.

*Art. X.* Each member shall be required to pay one dollar annually into the treasury of the Association, provided such sum may be necessary.

*Art. XI.* At the commencement of each annual meeting, the President



shall deliver an address on such subject, or subjects, as he may think important for the Association to consider.

*Art. XII.* No article of this constitution shall be altered except by a vote of two-thirds of the members present at a regular annual meeting.

On motion the Association adjourned to meet at 8 o'clock tomorrow morning.

### *July 9th.*

The Association met at 8 o'clock A. M. and was called to order by the President.

The meeting was opened with prayer by Rev. Wm. Gerhard.

Several new members were elected, whose names were entered on the roll.

The committee appointed to suggest topics for essays, addresses &c., to be delivered at our next meeting, reported the following, which were ordered to be recorded.

A specimen exercise in teaching English Grammar.

A specimen exercise in teaching Geography.

A specific report, on the rules and regulations appropriate for a Common School.

A specific report, on the proper exercises and mode of conducting examinations in Academies.

An essay upon, "The necessity of a high standard of morality on the part of teachers, of all grades.

An essay, on the proper use of the Bible in schools.

A report, on the importance of teachers' giving field instructions to their pupils.

A specimen exercise, in teaching Mathematics.

The comparative merits of teaching by precept and by example.

The true teacher.

The best method of teaching History.

The principles of School discipline.

On the imparting of moral and religious instruction in Common Schools, based upon the fundamental principles of the Bible, distinct from sectarianism.

On the influence of, location of school house, style of Architecture, school furniture and school-room fixtures, on the character of the pupils.

On the importance of co-operation of Parents and Teachers in the management of common schools.

On moral suasion and corporal punishment. Where should the former end, and the latter commence, in Common Schools?

On the propriety of educating the youth of both sexes at the same Academies and High Schools.

A specific report upon the Studies and mode of conducting Female Schools. Which report the Association requested Mrs. Jones of Clayton to prepare.

On motion, Rev. J. H. Bernt, Rev. C. H. Wiley and Mr. Whitfield were appointed a committee, to report, at the next meeting of the Association, on the object of educating both sexes in the same schools.

The committee on the merits of "The North Carolina Journal of Education," offered the following report, which was accepted and ordered to be published with the minutes of the Association.

We have examined the Journal, and are pleased to state, that it compares favorably, in all respects, with all others of a similar kind that have come under our notice. Its mechanical execution is neat and tasteful; while its contents, embracing chiefly original ar-



exander, J A Crawford, W B Watts, W D Watts, J A F Watts, E J Stephenson, J S Summers, H S Love, Dr J A McLelland, H Morrison, J A Summers, R H Hill, A Clark Jr, P Kistler, E B Drake.

*Johnston.*—Rev W B Jones, Mrs Delia W Jones, Mrs M E Tomlinson.

*Lincoln.*—Rev R N Davis, H C Hamilton.

*Lenoir.*—Rev L Branson.

*Mecklenburg.*—A M Gillespie, S L Kerr, E C Grier, F H Johnston, E C Elms, M D Johnston.

*McDowell.*—D C Ramsour, S W Morrison.

*Orange.*—H Norwood, Rev F M Hubbard, Rev J A McMaunin, J H Speed.

*Person.*—Rev J H Brent.

*Randolph.*—J A Blair, Rev B Craven, Prof L Johnson, R S Small, E H Hines, L T Ormond, A B Gross, L W Andrews, J C La Prade, A C McAlister, C C Hines.

*Rowan.*—R M Roseborough, J F McCorkle, Rev S C Alexander, M H Brandon, J M Shinn, J W Lawrence, W P Graham, W L Kistler, M M Miller, Moses Lingle.

*Rutherford.*—Jos C White.

*Simpson.*—Miss Mary E Vann.

*Surry.*—L J Norman.

*Swain.*—W L Barrier.

*Wilkes.*—T D Triplett, Dr A A Scroggs.

*Wynne.*—Rev J Nott, D D, Jno G Elliot, D T Milard.

*Wayne.*—E P Tucke.

*Wake.*—Thomas Marshall.

—Rev W H Singletary.

On motion a committee, consisting of Messrs. C. H. Wiley, G. W. Whitfield and H. C. Hamilton, was appointed to prepare and report business for the action of the Association.

On motion of Rev. C. H. Wiley, the election of regular officers was

made the first order of the day for to-morrow.

In accordance with a resolution, offered by Rev. B. Craven, a committee consisting of Rev. B. Craven, J. J. Smythe and C. H. Wiley, was appointed to examine the constitution and suggest such amendments as may seem necessary.

Mr. Wiley, chairman of the committee appointed at our last annual meeting to secure speakers and essayists, made a verbal report; and after making a few remarks, he introduced to the Association E P. Tucke Esq. of Raleigh, who read an able and interesting essay on the subject of Normal Schools.

On motion—Rev. B. Craven, J. D. Campbell and Rev. W. W. Pharr, were appointed a committee to consider the subject presented in Mr. Tucke's essay and report to this Association.

The committee appointed, at our last annual meeting, to secure the publication of the N. C. Journal of Education, made, through their chairman, a verbal report; and on motion, a committee was appointed, consisting of Rev. B. Clegg, Rev. J. J. Smyth and Mr. H. Norwood, to consider the facts stated in this report and bring the claims of the Journal before the Association.

On motion of Rev. B. Craven, the chairman appointed, Messrs. S. H. Wiley, B. Craven, W. H. Mayhew, E. W. Carothers, F. M. Hubbard, E. P. Tucke and W. B. Jones, to suggest subjects for essays and lectures, to be delivered at our next annual meeting.

The Association adjourned, on motion of Rev. C. H. Wiley, to make the address of J. Nott D. D. of Goldsboro', the order of the day for to-morrow, at 11 o'clock A. M., and the essay of Mrs. Delia W. Jones, of Johnston, the order for 3 o'clock P. M.



The following resolutions were offered, by Rev. C. H. Wiley, and unanimously adopted by the Association.

*Resolved.*—That this Association has heard, with profound grief, of the death, since its last meeting, of E. W. Ogburn, one of its vice presidents and active members.

*Resolved.*—That in this dispensation of an infinitely wise and merciful Providence, we lament the loss of a sincere friend of education and of a useful and public-spirited citizen, whose principles of action, as we humbly believe, had their source in the pure fountain of christian faith.

*Resolved.*—That these resolutions be placed upon the records of the Association.

On motion the Association adjourned to meet to-morrow morning at 8 o'clock.

#### *July 8th.,—Morning Session.*

The Association met at 8 o'clock in the church. Prof. Sterling in the chair.

Opened with prayer, by Revd. B. Clegg.

The first order of the day being the election of officers, it was moved and ordered that the President be elected by ballot. On the first ballot REV. BAXTER CLEGG, of Olin, Iredeil county, was elected President for the ensuing year, and immediately entered upon the duties of his office.

A committee, consisting Rev. J. J. Smyth, Jno G. Elliot and E. P. Tucke, was appointed to nominate persons to fill the other offices. After consultation the committee reported, and the following gentlemen were elected:—

#### VICE PRESIDENTS,

Prof. F. M. HUBBARD,—*Orange.*  
Prof. R. STERLING,—*Guilford.*

Rev. B. CRAVEN,—*Randolph.*

Dr. A. A. SCROGGS,—*Wilkes.*

Rev. W. F. JONES,—*Johnston.*

Wm. H. MAYHEW,—*Craven.*

*Corresponding Secretary & Treasurer;*—C. C. COLE,—*Greensboro'.*

*Recording Secretary.*—J. D. CAMPBELL,—*Greensboro'.*

The committee appointed to suggest business for the action of the Association reported, as follows:

In addition to the matters already pending before the Association, the committee recommend—

1st. That some plan be arranged for increasing the circulation of the N. C. Journal of Education during the present year.

2nd. That a system of By-Laws, for the government of the Association and for regulating the order of business, be adopted.

3rd. That some annual fee be fixed, as the contribution of each member toward the regular expenses of the Association.

4th. That the Association provide, by By-Laws or otherwise, for the appointment of four standing committees, of five each—viz.—One on Common Schools—one on the Journal of Education—one to procure speakers and essayists—and one on Educational Statistics.

On motion, this report was received and adopted; and the Association proceeded to take the necessary steps to carry out its recommendations.

In accordance with the 1st. recommendation of the report, Messrs. Cole, Speed and Merritt were appointed to obtain pledges from the members present for a certain number of subscribers to the Journal.

After attending to this duty, they handed to the secretary pledg-



## MANNERS AND MORALS.

After all that has been said about mental culture and intellectual improvement, we fail to accomplish the purpose designed in Educational reforms, if we neglect to attend to the cultivation of the morals of our youth. And in connexion with this let me suggest that nothing is of more importance in forming the habits of our youth than the example of good manners. We speak of Good teachers and bad teachers, what do we mean? In what are they deficient, reading, arithmetic, geography, Grammar or Spelling? Or are they generally deficient? Is any inquiry ever made respecting his manners, morals or habits generally? Is it asked if he possesses the faculty of communicating his knowledge? Is it asked if he is conscious of the influence of good manners in the presence of his pupils? If he considers that the giving of moral instruction is a part of the teachers duty, and much more essential to the welfare of his pupils than mere intellectual training? I dare say that these things never enter into the minds of those appointed to examine candidates for teaching.

I do not intend to give it as my opinion that any particular work on morals should be introduced as a text book, neither would I wish to convey the impression that moral lectures are to be given by the teacher at stated times, in fact I would have every external appearance of inculcating morals directly, studiously avoided, in order that the pupil may be more easily lead into the practice of those inestimable virtues, that adorn the individual, and form the foundation

of society, by being attracted by their charms, and captivated by their beauties, for I have but little confidence in the inculcation of crude morality.

It is unquestionably a fact that good manners are an essential part of a good education, and are intimately connected with good morals, and that the good example of the teacher exercises a very powerful influence in forming the manners and character of the young.

I trust that I shall not be suspected of inculcating any false refinement; what I wish to suggest, is the importance of a gentle and courteous demeanor, ready compliance with authority under all circumstances; a generous, frank and open manner, and a proper respect to age and superiority in every condition in life. A courteous and respectful bearing is an unfailing recommendation to public favor, and if parents would wish to secure these accomplishments to their children and have them appear natural and graceful, they should insist upon their being formed and cultivated in childhood and youth.

A superior education and lively manner are by no means the only requisites for a good teacher, the education and discipline of the young, is influenced greatly by the character and deportment of the teacher, and there are no more powerful educational elements than his temper and habits. Every thing that he says and does is indelibly impressed upon the minds of the young, and his virtues as well as his failings will not fail to reproduce themselves in their susceptible natures.

Have parents or committees ever



taken this into consideration when a teacher presents himself? I think not. Have Normal Schools ever thought it worthy of their notice that good manners should be a qualification of a teacher?

I am inclined to think that the matter has been entirely neglected, or perhaps, I ought to say overlooked. If a teacher would aspire, to meet the demands of the age, let him seek culture; not merely information, but that supreme culture of all the faculties that will make him an ornament to the community in which he lives, and an object worthy of imitation in every respect, by his pupils. I know of nothing, more applicable to his case, than the words of Goethe, used in a different relation;—"It is incredible how much a cultivated person can accomplish for himself and others, if, without any disposition to rule, he instructs them, animates them, and leads them forward to those objects which they all have more or less in view, but the way to which they miss." E. P. T.

#### *Religion Indispensable in Education.*

The foundation of all free government, and of all social order, must be laid in families, and in the discipline of youth. Young persons must not only be furnished with *knowledge*, but they must be accustomed to subordination, and subjected to the authority and influence of good principles. It will avail little, that youths are made to *understand* truth and correct principles, unless they are accustomed to submit to be governed by them. Any system of Education, therefore, which limits instruction to the arts and sciences, and re-

jects the aid of religion in forming the character of the citizen is essentially defective.

From a full conviction of these truths, I firmly believe that without changes, in the principles now prevalent in the United States, our republican government is destined to be of short duration.

N. WEBSTER.

#### *GET,—its Power and Extensive Use.*

There is perhaps no word in the English language capable of performing so much labor, and of affording at the same time a clear and intelligible sense, as the verb *to get*.

The following specimen of its capabilities, is extracted from a work, entitled *Aristarchus, or the Principles of Composition*.

"I *got* on horseback within ten minutes, after I *got* your letter. When I *got* to Canterbury, I *got* a chaise for town; but I *got* wet through, before I *got* to Canterbury; and I have got such a cold, as I shall not be able to *get* rid of in a hurry.

I *got* to the treasury about noon, but first of all I *got* shaved, and dressed. I soon *got* into the secret of *getting* a memorial before the board, but I could not *get* an answer then; however I *got* intelligence from the messenger, that I should most likely *get* one the next morning. As soon as I *got* back to my inn, I *got* my supper, and *got* to bed.

It was not long before I *got* to sleep. When I *got* up in the morning, I *got* my breakfast, and then, I *got* myself dressed, that I might *get* out in time to *get* an answer to my memorial. As soon as I *got* it, I *got* into the chaise,



and got to Canterbury by three, and about tea time I got home. I have got nothing for you, and so adieu." The author suggests the feasibility of writing a complete history of the world, from the earliest times down, in this elegant

style, by the aid of this single verb to get." This is taken from a valuable little work, of Prof. J. W. Gibbs, of Yale College, entitled, *Philological Studies*, 1857, page, 22. E. F. R.

## SELF IMPROVEMENT.

BY ONE OF THE EDITORS.

The opinion has extensively prevailed that no man can attain to eminence in the world without genius. He must be born with a peculiar natural talent: a particular bent of disposition of mind to this or that pursuit in life, or he cannot succeed in any thing. He has but to consult his genius to see what he is fit for, and if he finds himself qualified for any thing great he will enter upon it; but if not, he will remain where *is*. Nature must do the whole; he must be cut out and ready formed for this or that post in society, or it is useless for him to try: for it is certain beforehand that without genius he will fail.

This opinion operates injuriously in two ways: It furnishes a plausible excuse, a convenient place of repose at the foot of the hill of Science for those who are too indolent to put forth the effort requisite to ascend it.

They are totally unnerved for any conquests in the world of mind, and they wish to cover their shame by some excuse: they have only to say they have no genius, and then they are satisfied to live in inglorious ease and obscurity.

Again, this opinion has an unfavorable influence on those who labor under great disadvantages, which they despair of being able to overcome. They would exert themselves to rise in the world, did they believe they could succeed. But they are impressed with the idea that they must have natural genius: of this, they too readily conclude they are destitute; and therefore feel doomed to remain where they are. Thus many, by a false notion, are kept in the vale of obscurity, who might become ornaments to society. For we are convinced that the common opinion about genius, is a mere notion, and a false notion.

True it is, in some respects a man may be a genius: that is, some power of the mind may be in excess: a man may find it easier to excel in one art or science than in another. It is natural to allow some force to the opinion when rightly understood. We do not see the face of the earth of the same uniform dead level; but diversified with hill and dale, mountain and valley. We do not find the trees of the forest all of



the same kind, or of the same size: the bodies of men are not all of the same height, nor their strength equal, nor their features all cast in the same mould. Throughout the works of nature, we discover variety with unity. And why should we not expect to find variety in the world of mind? Man is a social being: Society supposes order and subordination: complexity of parts: variety of pursuits. It is called in common language "a body politic:" but in the body all members have not the same office, while all are equally necessary.

It is for the benefit of the whole that there should be some variety in the *kind* and *grade* of natural talent. That the different members may all fit in their proper place; and to use Scripture language "that there be no schism in the body." But this does not by any means imply that any are destitute of genius, every man has a genius for *something*: Mind is genius: application is genius. Man to a great extent makes his own genius: It may rest with him whether he will be something or nothing in the world, or whether he actually ever fills a high place in society or stands in a low rank, it is for him to say whether he will be fit—whether he will acquire that mental and moral wealth that will qualify him for a high station, if Divine Providence should call them to it.

Worldly honor, fame, or wealth is not the only object. It is the inner man; the mind. It is what the man makes of himself. No matter what position he may occupy among men 'worth makes the man,' says the poet. Fools may fill high places, but that does not make them wise or great. These few introductory remarks bring us

to the statement of the subject we wish to present for consideration and that is "self improvement." We are aware that this may be greatly ramified. It opens a field for much discussion. But we intend to speak more particularly of the improvement of the *mind*. This is most emphatically a man's *self*. The body is not the man: It is indeed curiously formed: it is the instrument and the dwelling place of the man; the connecting link between mind and matter. By it the mind becomes conversant with matter. But the soul is eternal in its nature and allied to the skies. Its capacity for improvement has never yet been measured; nor indeed does three score and ten years give sufficient scope for its power of expansion.

True, in the beginning of life it is sluggish: it is averse to severe and long continued exertion. It must be spurred to action. If not cultivated it may remain inactive, and give no intimation of its ability. No man can tell what he is, or what he can do till he tries. Mental power is no more an object of consciousness than bodily strength. No man can say he is conscious of power to raise a certain weight except *while he is doing it*. He may remember that he *has* done it, and may believe he can do it again; but if he *has* never tried he is not conscious of ability to do it.

So with the mind: a man knows not beforehand what he *can* or *cannot* do—and when he sees or hears of men who have done great things, he has no right to say that, if he had put forth the same amount of labor, he could not have accomplished the same, or some thing *else* as great. The case is differ-



ent with *men* from what it is with *brutes*; they come from the hand of their Maker, if we may so say "ready made;" they have their powers mature, full blown at once; they are scarce if at all improvable. Their capacity is soon filled, and if they were to live ten thousand years, would never advance.

Not so with man; he comes into the world *unformed*. He has the germs. The powers in embryo. He is in reference to what he may be by self-improvement, what the seed, the bulbous root is to the future flower. The whole plant; the leaves, the stalk, the flower, are there wrapped up but unperceived. It is all there only in the *power to be* under appropriate influences. It may die as it is; or it may lie dormant for thousands of years and still preserve its vegetating power. Seeds of plants have been found buried with the mummies in Egypt, which, when planted, have been made to grow. So it is with man, he must cultivate what God has given, or he will never make anything—his faculties will remain dormant, however great they may be by nature.

He must make himself; and he may make himself almost any thing he chuses to become, because there are the elements of greatness in him. The seed—the bulb—represents the soul of man unformed by himself. The plant formed full grown and the flower in full bloom as we suppose all were made "in the beginning," may represent the brute.

And as man may and must make himself what he is to be, he is to do it by an action from within.—The mind expands by an inward force outward. It is not improved by being the mere passive recip-

ient of influence from without. It is not made as the statuary chips the marble into the human shape. Not as the carpenter hews the wood and the smith forges the iron. Mind is not matter. Our Maker calls us forth into being—puts talents into our hands, and says to us "Occupy," "Improve."

And is not this law of man the best for him?—Is not this the way he is to promote his happiness? Suppose he had been formed just like the brute; no matter how *high*, or how *low*: but with his capacity for knowledge full the first moment of life; in the infancy of being, but in the maturity of his mind; with nothing to do forever but to travel the same round of ideas; to course the same circle of thought; with no ability to know more; with no spur to action; with no excitement of curiosity; with none of the pleasures of mental conquest. Such monotony as that would be a tedious existence.

Man must raise himself by self cultivation: he must go forward: And when once the burning desire for knowledge in kindled up in his bosom, how he delights in progress. At every step he shouts with the philosopher of old "Eureka," I have found it. Curiosity ever awake, is ever opening before him new sources of gratification. Every new conquest, instead of satisfying him with present attainments, only gives him a keener relish and girds him with strength for new attempts.

Man is to make himself then: It is true he needs some means; some things are necessary; but the man who is resolved to be something *will have the means*. He will overcome obstacles. There is not so much depending on external advantages as is commonly supposed.



A man may have all the teachers and libraries, and lectures the country affords, and yet, he may not improve himself. He may receive his degree of A. B. or A. M. written on *sheep skin*, and not be able to translate it from Latin into English.

The world is full of dunces educated at a College; and if we were to judge from observation, we should think at least one third of all the graduates yearly turned out of our Colleges, very little benefitted by their advantages. They immediately sink into the obscurity from whence they came.

And this is not of course, because they had no genius: not because the College is to blame; but because they will not improve themselves. They may have the thoughts of other men stored up in their brains, but it is useless lumber. A man cannot tell his fellow man what he knows. Knowledge cannot be transferred from head to head, as water from one vessel, to another. Mind refuses to be treated thus. What is thus received is not *our* knowledge: the mind is not thereby improved. It must be *worked up*, and digested. Mind feeds upon thought; that is its meat and drink. The foreign substances, we take into the stomach, do not strengthen the body, till assimilated and digested—and then the bread and the bacon, and the vegetables become parts of ourselves: they become our flesh and bones. So it is with the mind; when it has acted upon the knowledge before it; when it has received that knowledge *into itself*, and made it a part of itself, then it is improved. This is its own work. It is what no being can do for it. It is the great law of nature that we shall not gain any thing truly valuable without labor. We must

gain our bread from the soil, by the sweat of the brow: we must delve in the earth for our minerals—must dig for mental wealth.

We frequently hear it said of this or that man who has made himself something in spite of disadvantages “he is a self made man.” This is said in his praise, and such a man is worthy of praise. But every man *who is made*, we see is and must be a self made man. Some may overcome more difficulties in the process than others. But it is an old saying, “There is no royal road to learning.” And some one has remarked that “Education does little, except for those who would do very well without it.” That is, they who make themselves with many advantages of teachers and schools, would do the same without them.

The native spring—the elasticity—the unconquerable resolution of such souls, will make means and pass over Alps in their path. We hear it said, that “whatever man has done, man can do.” And it is thought by some that the maximum ever attained by any mind, is what all may reach; if not by the same road: if not in the same department of knowledge, yet in some way. And what have men done? The world is full of examples of those who have made themselves. Our own Washington was a widow’s son, an orphan boy. The historian says, “No Academy had welcomed him to its shades, no College, crowned him with its honors: to read—to write—to cypher, had been his degrees in knowledge. And at 16 years of age, in quest of an honest maintenance, encountering intolerable toil—cheered onward by being able to write to a school boy friend, ‘Dear Richard, a dubloon a day, is my constant



gain, and sometimes six pistoles.' Himself his own cook, having no spit but a forked stick, no plate but a large chip. Rarely sleeping in a bed; glad of a resting place, for the night, upon a little hay, straw, or fodder. This stripling surveyor in the woods, was the man, Divine Providence selected to raise to the highest station in the world. He had placed the rights and destinies, of countless millions in the keeping of the widow's son.

Look at Franklin—the printer's boy: ill used by his own brother: see him spending his leisure hour for dinner, with a dry biscuit, a glass of water, and his book—see him next, the first philosopher of his age; teaching his fellow men how to control the most terrific of all the elements—to guide the lightning harmless to the earth.

See Elibu Burritt, at about thirty years of age, the master of fifty languages; and if he lives to the ordinary term of life, may fit himself to become interpreter general in the Congress of all nations. We are told that he hammers at his anvil, eight hours each day, and devotes eight to study. An intimate acquaintance of the writer, rose from a plough boy, to an important station in society, and when following the plough, pinned the diagrams to his sleeve, in order to study Geometry.

Look at the following case: "A Welsh fisherman in his boat, as uncouth as any thing that had the semblance of humanity, was found to have cultivated his mind beyond all conception. At the age of a little more than 20, he had acquired the Greek, the Hebrew, and the Latin languages; had read Hesiod, Homer, and Theocritus. Had studied the refinements of the Greek pronunciation: Read Latin with

the utmost facility, and translated it into either Welsh or English. He also understood Italian and French."

Some of the things chiefly necessary for a man to improve himself, are the following. And here we assume that every man has a genius for something, and that if he have the other requisites, he will have the means.

1. That he study himself. If we wish to cultivate a plant or tree: if we want to improve an animal, we study into its nature: Thousands of the best natural talents do nothing in the world because they are ignorant of themselves.

They know not what powers they possess:—they are like the man who has a gold mine on his farm, and never discovers it. It is true the mind cannot look into itself directly. It is often compared to the eye, which can only see itself by the light reflected back upon it.

We find out the laws of the mind, by bringing it into action, and then observing it. And if we attempt what is beyond human powers: if we try to know what cannot be known, of course we shall lose our labor.

2. That he gain command of himself. Not only to bring the bodily appetites into subjection to the mind, but make the mind so master of itself, that it can fix its attention on one thing at a time, and keep it there. In this mostly consists the difference between one mind and another. It is the power of attention. And men of the greatest attainments have told us that the secret of their power lay here.

3. That he resolve upon it. A firm resolution will work wonders. He must be determined to be something, and he will be. No man becomes great by accident. He who glides along the current of af-



fairs as chance may direct, subject to every impulse, cannot expect to make any thing: he will float to the gulf of oblivion.

4. That he persevere. Knowledge does not flow into the soul at once: not a few feeble efforts will make a man. When he has studied a few days, he has not done. He must devote his life to it. He must gain new ideas every day, and put them out at compound interest.

Then he will derive knowledge from every thing: Men will be his books: The brute creation give him lessons: plants will converse with him: The trees of the forest be his companions. He will listen to the stars of midnight—to the babbling brook, and to the ocean's roar. All nature will be an open book before him.

And are there not numerous considerations that should weigh with every man to make the most of himself?

Is it no duty he owes to Him who made him of so exalted a nature? Has *He* no claim upon us, to show forth His praise by the right use of His gifts?

Has he no duty to do to the race? He was not made for himself alone: He was not made to eat and drink, vegetate and rot.—Can he add to the stock of human knowledge and human happiness? Can he alleviate the woes that press upon the race? That is his duty. Some one has said that he who makes a spire of grass to grow where none grew before, is a benefactor of his race. How much more when he gives an imperishable thought to another mind?

Owes he no duty to his country? The land of his birth or adoption? Our Country expects every man to do his duty to her?

As the Roman Sage, quoting

from the Greek Plato remarks:—

"We are not born for ourselves alone, and our country claims her share, and our friends their share of us:—men are created for the sake of men, that they may mutually do good to one another; in this we ought to take nature for our guide, to throw into the public stock the offices of general utility by a reciprocation of duties: sometimes by receiving, sometimes by giving, and sometimes to cement human society by arts, by our industry, and by our resources."

Is nothing due to himself? He knows not what he may become, or for what Divine Providence has destined him. He owes it to himself to cultivate his powers to the utmost. And has he no interest at stake? No saying is more common than that "knowledge is power."

It is so as the means to an end. One man of a cultivated mind can accomplish more than an army of savages. Not because he has more bodily strength than any one of them, but because he brings the great powers of nature into obedience to his will. All power and motion are thought to spring from the mind and will. The human body is but a machine moved by the mind. What power a man exerts through his bodily limbs is *his power*. But suppose he attaches to his body another machine which in the same way, is brought under the control of his will,—that is his power too, and for his benefit.

No matter whether it is the frame of a brute or inert matter. The controlling mind is his:—It is just the same to him as if all this power was centred in his own person. More than that it is bet-



ter for him than if he had all that strength in *himself*.

Whether he employ a horse—an elephant—wind—water, or steam—these are all his servants to work or not—to work in this way or that—just as much subject to him as the limbs of his own body. Knowledge gives him this power over the elements of nature, knowledge puts into his hand the lever of Archimedes. It moves the world.

Knowledge is power in civil life and in the political world. What gives one man such an influence over the *minds* of so many others that he can move *them* at his will? It is his superior knowledge. Ignorance may be elevated by partisanship—by influential friends—but it cannot maintain its position: it will only show to greater disadvantage.

Knowledge is power: and power is happiness. The love of power is one of the strongest passions of the human heart. To gain this, tyrants have trod on the necks of conquered millions, and ground them into the dust.

They have domineered over the souls and the consciences of men, and stood to them in place of God. Place the child that can scarce lift a pound upon the back of a horse or an elephant; let him guide its huge and strong body. Why is he so delighted? Is it with the mere *motion*? No. It is with the idea of power. And he would say, "see how I can make the animal obey me." Knowledge is wealth: how many depend entirely upon their knowledge for their daily bread. How many acquire large fortunes. A man once remarked that *time* was his estate:—but many can say that *mind* is their estate? Their knowledge is worth more to them than a large planta-

tion. Take two men of equal bodily strength, and equal mental capacity; give one a high degree of knowledge, and let the other remain in ignorance. What a vast difference is now between them. We know this is not the proper motive to spur the mind. It is not the spirit of avarice that fills the breast of the true lover of learning. It is a higher and nobler principle. It is the love of knowledge for itself. It is the excitement of the mind. And he who is calculating at every step the gold he shall gain, can never succeed. Such sordid souls will be driven from the temple of science.

Knowledge is happiness: how many and how great sources of enjoyment are opened before the mind of him who is truly awake? He has a permanent spring of pleasure unaffected by external things. Man is composed of two substances, mind and matter. We know of no being in the universe like him in this respect. He derives happiness from two corresponding sources, sensation and reflection. Through the body and through the mind. But how superior is the latter? And how many for want of what lies so near them sink into sensuality and vice? Revel in the lowest class of pleasures, and almost vie with the serpent for his slime, and the swine for his mire. But the pleasures of the mind elevate and enoble it. They make a man feel himself a man: They raise him towards angels. Thought gives a man dignity. It is written on his brow: It beams in his eye: It gives him a nobler bearing.

Whatever may be a man's external circumstances—no matter how poor in material wealth—no matter how hard his hand with labor—no matter how many diffi-



culties he has had to cut his way through. Give me the man that *thinks*—that uses men and books only as aids to form his *own* opinions—that does not receive his opinions on politics and religion—(the subjects that most of all interest men)—as he does his property, by regular descent. Give me the man who can show “strong reasons” why he thinks thus and so.

This is the man that will form a pillar in the temple of Liberty, and have a name which will live when gold will rust. And have we as a people no advantages for self-improvement? Of the Caucasian race that seems destined to rule the world; of the Celtic and Teutonic stock that in the arts and sciences—in political institutions—and in all that pertains to the dignity and glory of man, stand before all other people in the world.

We are told that the climate and physical features of a country have a vast influence in moulding the minds and characters of its inhabitants. Place the Scotch on the burning plains of India, and would they have the marked characteristics of that hardy people? Would they be *Scotchmen*? They would doubtless soon be like the Hindoo. And it seems that Divine Providence had reserved the best part of this last discovered continent expressly for us—to be the scene where great institutions might be established, and great principles carried out into practical operation, amid corresponding objects of nature. Upon the shores of our great lakes; upon the banks of our mighty rivers; beneath the roar of Niagara; under the shade of lofty mountains; in the depth of primeval forests. Here with a fine climate; with a fertile soil, and

the means of living abundant and cheap, compared with the Old World; with unbounded mineral resources; with a government that combines nearly all that is worthy of imitation and adoption in all other governments; with no restraint on individual liberty, more than is necessary for the good of the whole; with no established religion to cramp the mind and bind the soul in fetters of iron. Not where men must keep their mouths shut, however much they may open their ears, or they may find a prison as a home for life, or a dividing line drawn between the head and shoulders. Not where one class of men is born to rule, and one to obey. Not where we must employ one class of men to do our *thinking* for us on all subjects, and to keep our consciences, and then we must pay them all our earnings. But where thought is free: and, above all, with the English Language, the richest in treasures of knowledge of any on the globe, and which seems destined, if any, to be universal.

We are told that when Plato lay dying, he thanked God that he had made him a *man* and not a *brute*; that he had been born a Grecian, and not a barbarian; and that he had lived in the same age with Socrates. But we have greater reason to thank God than he. We live in an age that exceeds all before in the diffusion of knowledge; when learning is no longer kept locked up in the dead languages, or expressed in technical terms, as if too sacred for vulgar hands and eyes. But when the greatest minds have labored and spent their strength to bring all the treasures of knowledge, collected in six thousand years, within the reach of every man—when all departments of science, and even



the most difficult, are simplified and brought into such a shape that all can understand them.

What was once considered the highest attainment, is now but A, B, C, to the school boy. Each generation stands on the shoulders of those who went before, and en-

joys a wider prospect; and if the men who died at the beginning of the present century could rise from their graves, they would be astonished to find the merest tyro in possession of what they prided themselves upon knowing.

### UTILITARIAN SPIRIT.

We acknowledge the receipt of "an Address, delivered before the Theta Delta Chi Society, at the annual convention, in Washington City, by Lee M. McAfee," (of N. C.) neatly printed by Messrs. Cole & Albright, the printers of the Journal. With the Address, is also published a poem, on "The Beautiful," delivered at the same time and place—by Wm. M. Coleman of N. C.

Instead of commenting on the Address, we give our readers the following extract, on the effect of the utilitarian spirit of our people on mental culture.

The most obvious effect of this utilitarian spirit upon our people, is the pernicious influence it exerts upon the poetic sentiment. And this want of poetic feeling is fast getting the mastery over our young men, where above all others its baneful influences are the last to be felt and the least to be expected. The cold and calculating spirit of business, of discount and interest, induces the opinion which is far too prevalent, that

poetry is only a mere toy—a pastime—an embellishment. That it is the exuberance of a mind remarkable for luxuriance of growth, rather than for strength or manliness—that it paints the fancies of a heated imagination, but none of the realities of life. But this cannot be. It is true, poetry as well as romance does indeed call fiction to its aid; but though absorbed in the one, you only *dream* of the life you would enjoy; there is in the other "a sober certainty of waking bliss," no where else to be found. The true value of poetry is little understood. It wakes into life and action all the finer sensibilities of our nature, and unobscures the deep and glowing feelings which mark the true excellence of humankind. The soul of poetry is the "divinity that stirs within us," and there must be some powerful, perverting force, if its effects be not to elevate and refine the thoughts—to exalt and spiritualize our nature. The poetic fire may indeed be kindled on unholy altars—the stream in which the muses bathe may have little of the purity of Castalian Fount,—yet the virtue has not gone out of the fire, and if the water be pol-



luted, the spirit is there, and like the inflammable gas that rises from the troubled pool, has a clear visible manifestation. What though like Byron the poet exhibits a mind shrouded in its own dark imaginings—a heart scathed with the lightning of passion—temper and feelings wrapt in gloom or harrowed by a whirlwind of fury and hate. The whirlwind which harrows and desolates can also purify—and the power which raised the storm can also bring quietness and peace. The same creative power, which in a mind perverted by vice or by severe wrestlings with untoward fortune, conjures up demons of envy and hate, will in a mind of natural bearing exhibit its proper manifestations. It will soften the heart with its tender appliances, summon those fine and hidden energies which prompt our nature to its own elevation and enlargement, and develope those sources of happiness, which to the selfish and the sordid are wholly unknown.

Nothing more strongly tends to refine and hallow the social affections, than the cultivation of the poetical sentiment, and it is in this view that I consider the want of it in our day a great evil. The state of society and of course the character of our people and particularly of females who regulate the modes of society, is too artificial and the system of education now in vogue is, I think, lamentably false and pernicious. The designs of nature are thwarted by the cold and heartless system of expediency in the narrowest sense of the term—a system which substitutes vanity and egotism for the principles of moral rectitude—makes the possession of accomplishments of far greater value than the attainment of wisdom—eradicates or at

least stifles the fine emotions of the heart to make room for the chilling ceremonials of fashionable intercourse, and the slender attachments of interest and convenience. The romance of character, the poetry of life is extinct. The principle of Rail-roads and steam-engines, is now applied to the human understanding and the human heart. The days of chivalry we know have long since gone by, and we do not mourn their loss. But we may regret that some portion of the generous spirit which was there suffered to become madness, could not lend its warmth to the character of the times.

The artificial manners—the cold formality—the lispng ceremony and studied etiquette, which have begun to characterize our fashionable society, are sufficient to throw a deadly chill over the best feelings of the heart. Despotic fashion has induced a habit of trimming the heart, as well as the dress, to suit the meridian of a place; and the free and undisguised expression of feelings which are the glorious distinction of our species, is compelled to shrink before the assumed courtliness of a prevailing mode. A degrading censorship is established over the heart—fine sensibility is worse than effeminacy and elevated thought is stigmatized as the ravings of poetry. If one throws off these restraints of society—if he suffers his warm exuberant fancy to bear him beyond “the smoke and stir and turmoil of the world”—“to take the prisoned soul and lap it in elysium” he is roused from his reverie by that cold withering exclamation, “how romantic!” Nor is this all. The same repining spirit lays its unhallowed censure on the expression of domestic affection; and the sneer of fashion has perhaps sever-



ed many an attachment that might have blessed the parties for life, and added much to the charm and the moral character of society.

Interest and expediency come in to check and chill the current of domestic affections—to make connubial attachment a trade and to degrade that heaven appointed institution into a mere bargain and sale. It is true we have not arrived at the same degree of perfection in this art that older countries have, yet we have the same system of education, which though not yet carried into so enlarged a practice, perhaps only waits the more mature growth of the country for its full developement. We are fast borrowing the corruptions of the old world, and among the worst and most dangerous is the false and unnatural system which we are interweaving with our old-fashioned home-bred notions. Society will grow corrupt, as it grows artificial—as we import the cast-off manners of decayed kingdoms; and we have more to fear for the purity of our institutions from this cause than from any other evil with which we are threatened. We say then that a system of education and a mode of society that tends to loosen the domestic ties—to substitute interest and convenience for the cement of sympathy, harmony of character and well tried affection, are the prolific source of corruption and social misery.

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#### BLOWING UP THE TEACHER.—

There is a class of persons in most school districts who are continually on the watch to find fault with the teacher. They are generally too crude and ignorant to know or care any thing about his methods of

instruction, but only let a pecuniary embarrassment cross his way, or let his moral reputation be in jeopardy from any calamity or unavoidable occurrence, and these watchers immediately turn buzzing gossipers, and repeat, with a waspish monotony, "I told you so;" "Just as I expected."

If the teacher is ten minutes behind time in the morning by their clock, he "is an hour too late." If he teaches twenty minutes after the time for dismissal in the evening, that is no offense. True, every teacher should make it a point to be as punctual as the sun himself, but it is hard to keep *true* time, and the inaccurate and varying time of every clock in the district, at the same time.

The teacher, however, must learn to bear all these fault findings and cuffings, and endeavor to treat with calmness and respect all his merciless critics. This is easily done. Let him keep a continual presence of mind and do as near right as he can. Let him treat all children with equal forbearance, and be always cheerful and composed. Let not such trifles in the least ruffle the temper or deaden his interest. The teacher's task is arduous enough, and can only be successfully preformed by attentive study and perseverance.

One thing is consoling: the teacher that is "blowed up" by such breezes, generally has an odd trick of *staying up*. The censures of the ignorant and gainsaying cannot, in the least, injure the devoted teacher in the successful discharge of his duties. Such insinuations, arising from such a source, take a decided turn in favor of the intended victim, and recommend him to a discriminating community.—*School Visitor*.



## Pages for the Young.

### BE NOT ASHAMED OF RIDICULE.

I shall never forget a lesson which I received when quite a lad, at the Academy. Among my school-fellows were Hartley and Jemson. They were somewhat older than myself, and to the latter I looked up as a sort of leader in matters of opinion as well as of sport. He was not at heart malicious, but he had a foolish ambition of being thought witty and sarcastic, and he made himself feared by a besetting habit of turning things into ridicule, so that he seemed continually on the look out for matter of derision.

Hartley was a new scholar, and little was known of him among the boys. One morning, as we were on our way to school, he was seen driving a cow along the road toward a neighboring field. A group of boys, among whom was Jemson, met him as he was passing. The opportunity was not to be lost by Jemson. "Helloa!" he exclaimed, "what's the price of milk? I say, Jonathan, what do you fodder on? What will you take for all the gold on her horns? Boys, if you want to see the latest Parris style, look at those boots!"

Hartley waving his hand to us with a pleasant smile, and driving the cow to the field, took down the bars of a rail-fence, saw her safely in the enclosure, and then, putting up the bars, came and entered school with the rest of us. After school in the afternoon he let out the cow and drove her off, none of us knew where. And every day,

for two or three weeks, he went through the same task.

The boys of B—— Academy were nearly all the sons of wealthy parents, and some of them, among whom was Jemson, were dunces enough to look down with a sort of disdain upon a scholar who had to drive a cow. The sneers and jeers of Jemson were accordingly often renewed. He once, on a plea that he did not like the odour of the barn, refused to sit next to Hartley.

With admirable good nature did Hartley bare all these silly attempts to wound and annoy him. I do not remember that he was even once betrayed into a look or word of angry retaliation. "I suppose, Hartley," said Jemson, one day, "I suppose your daddy means to make a milkman of you." "Why not?" asked Hartley. "Oh, nothing; only don't leave much water in the cans after you rinse them—that's all!" The boys laughed, and Hartley, not in the least mortified, replied, "Never fear; if ever I should rise to be a milkman, I'll give good measure and good milk." the day after this conversation there was a public exhibition, at which a number of ladies and gentlemen from neighboring cities were present. Prizes were awarded by the Principal of our Academy, and both Hartley and Jemson received a creditable number; for, in respect to scholarship, these two were about equal. After the ceremony of distribution, the Prin-



principal remarked that there was one prize, consisting of a gold medal, which was rarely awarded, not so much on account of its great cost, as because the instances were rare which rendered its bestowal proper. It was the prize of heroism. The last boy who received one was young Manners, who, three years ago, rescued the blind girl from drowning.

The Principal then said that, with the permission of the company, he would relate a short story. "Not long since, some scholars were flying a kite in the street, just as a poor boy on horseback rode by on his way to the mill.—The horse took fright and threw the boy, injuring him so badly that he was carried home, and confined some weeks to his bed.—Of the scholars who had unintentionally caused the disaster, none followed to learn the fate of the wounded boy. There was one scholar, however, who had witnessed the accident from a distance, who not only went to make inquiries, but stayed to render services.

"This scholar soon learned that the wounded boy was the grandson of a poor widow, whose sole support consisted in selling the milk of a fine cow, of which she was the owner. Alas! what could she now do? She was old and lame, and her grandson, on whom she depended to drive the cow to pasture, was now on his back helpless. 'Never mind, good woman,' said the scholar, 'I can drive your cow!' With blessings and thanks the old woman accepted his offer.

"But his kindness did not stop here. Money was wanted to get articles from the apothecary. 'I have money that my mother sent me to buy a pair of boots with; but I can do without them for a

while.' 'Oh, no,' said the old woman; 'I can't consent to that; but here is a pair of cowhide boots that I bought for Henry, who can't wear them. If you would only buy these, giving us what they cost, we should get along nicely.' The scholar bought the boots, clumsy as they were, and has worn them up to this time.

"Well, when it was discovered by other boys of the Academy, that our scholar was in the habit of driving a cow, he was assailed every day with laughter and ridicule. His cowhide boots, in particular, were made matter of mirth. But he kept on cheerfully and bravely, day after day, never shunning observation, and driving the widow's cow, and wearing his thick boots, contented in the thought that he was doing right; caring not for all the jeers and sneers that could be uttered. He never undertook to explain why he drove a cow; for he was not inclined to make a vaunt of his charitable motives, and furthermore, in his heart he had no sympathy with the false pride that could look down with ridicule on any useful employment. It was by mere accident that his course of kindness and self-denial was yesterday discovered by his teacher.

"And now ladies and gentlemen, I appeal to you, was there not true heroism in this boy's conduct? Nay, Master Hartley, do not slink out of sight behind the blackboard! You are not afraid of ridicule, you must not be afraid of praise. Come forth, come forth Master Edward James Hartley, and let us see your honest face!"

As Hartley, with blushing cheeks, made his appearance, what a round of applause, in which the whole company joined, spoke the



general approbation of his conduct! The ladies stood upon benches and waved their handkerchiefs. The old men wiped the gathering moisture from the corners of their eyes, and clapped their hands. Those clumsy boots on Hartley's feet, seemed a prouder ornament than a crown would have been on his head. The medal was bestowed on him amid general acclamation.

Let me tell you a good thing of Jemson before I conclude. He was heartily ashamed of his ill-natured raillery, and after we were dismissed, he went with tears of manly self-rebuke in his eyes, and tendered his hand to Hartley, making a handsome apology for his past ill-manners. "Think no more of it, old fellow," said Hartley, with delightful cordiality; "let us all go and have a ramble in the woods before we break up for vacation." The boys, one and all, followed Jemson's example; and then we set forth with huzzas into the woods. What a happy day it was!

[*Little Boy's Treasury.*]

A NOBLE BOY.—A boy was once tempted by some of his companions to pluck ripe cherries from a tree which his father had forbidden him to touch.

"You need not be afraid," said one of his companions, "for if your father should find out that you had taken them, he is so kind that he would not hurt you."

"That is the very reason," replied the boy, "why I would not touch them. It is true, my father would not hurt me; yet my disobedience, I know, would hurt my father, and that would be worse to me than anything else."

A boy who grows up with such principles, would be a man in the best sense of the word. It indicates a regard for rectitude that would render him trustworthy under every trial.—*Chris. Annual.*

PLAY FORSAKEN.—About twenty years ago, a missionary in one of the West Indies, opened a school for the negro children who lived in his neighborhood. One day, when let out for a little amusement, they began to frolic and gambol on the playground, as all children, whether white or black, will do under such circumstances. The missionary watched their mirth with great pleasure; it reminded him of the time when he was a boy and enjoyed such sport. But having occasion to go from his house to the chapel, he saw a sight which struck him very much. A part of the building stood out about five or six feet, and formed a corner. Here, in this corner, he found a little boy about six years old. He was a poor, dirty, and apparently neglected child, and he was drawing himself up as close into the corner as he could, to be out of the sight of the other children.

And what, you may ask, was he doing there? I will tell you. He was trying very hard to learn his lesson and prepare himself for school in the afternoon. He thirsted for knowledge, and was willing to give up anything, even his play, to get it.

Don't you think such a boy as that was sure to get on? And so he did. He was not very smart, but he was very diligent and persevering; and after a time he became first a monitor in the school, then assistant school-master, and



at last he got the charge of the school altogether. He has now been studying Greek, mathematics, and theology; and one Sunday lately, the missionary heard him preach a very excellent sermon to his countrymen from these words, "Choose you this day whom ye will serve."

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#### HOW AND WHEN TO STOOP.

Benjamin Franklin, when a young man, visited the Rev. Dr. Cotton Mather. When the interview was ended, the reverend gentleman showed him, by a back way, out of the house. As they proceeded along a narrow passage, the doctor said to the lad, "*Stoop! Stoop!*" Not immediately comprehending the meaning of the advice, he took another step, and brought his head pretty violently against a beam that projected over the passage. "My lad," said the divine, "you are young, and the world is before you; learn to stoop as you go thro' it, and you will save yourself many a hard thump."

Not an easy science to learn, is it? the science of stooping gracefully, and at the right time. When a man stands before you in a passion, fuming and foaming, although you know that he is both unreasonable and wrong, it is folly to stand as straight, and stamp as hard, and talk as loud, as he does. This places two temporary madmen face to face. Stoop as you would if a tornado were passing. It is no disgrace to stoop before a heavy wind. The reed bends to the wind, while the unyielding oak is torn up by the roots. It is just as sound philosophy to echo back the bellows of a mad bull, as it is to respond in kind to the ravings of

a mad man, or—pardon me, ladies! of a mad woman. Stoop! gracefully, deferentially, and amid the pause of the wind throw in the still small voice, the "soft and gentle words which turn away wrath."

When reproved for an error you have committed, for a wrong you have perpetrated, for a neglect chargeable against you, stoop! Do not justify or palliate a palpable fault. This only intensifies and aggravates the wrong. This excites direr indignation. *Stoop!* If you say, mildly, "I know I was wrong; forgive me," you have stolen away all your complainant's thunder. I have seen this tried with the happiest effect. A friend came to me once with a face black with frowns, and ire all bottled up ready for an explosion, because I had failed to fulfill some promised commission. I prognosticated the storm, and took both his hands in mine as he approached, simply saying, "I am very sorry I forgot; pardon me this time." What could the man say? He kept the cork in his bottle, and I escaped a terrible blast.

How much more easily and pleasantly we should get through life, if we only knew how and when to stoop! But, when tempted to do a mean thing or a wrong thing, when solicited to evil by associates or circumstances, then don't stoop!

*Sargent's School Monthly.*

Dr. Kane uttered a truthful remark when he said: "The best preventive is a hopeful, sanguine temperament; the best cure, more resistance—that spirit of combat against every trial which is alone true bravery."



## Resident Editor's Department.

THE PROCEEDINGS of the State Educational Association occupy a large part of this No. of the Journal and we hope will be carefully read by all who were not present, at the meeting.

This is but the second regular annual meeting of the Association. It was organized, in part, at Salisbury, in 1856. In July 1857 it held its first annual meeting, at Warrenton, and adopted a constitution, which, as amended during the recent sessions of the Association, at Statesville, will be found in the proceedings.

The number of members present was larger than at either of the previous meetings, being about 175, and the interest of teachers and other friends of education, in these united efforts for the advancement of the cause, seems to be increasing, in all parts of the State. There were more counties represented, as well as more members in attendance.

The meeting was harmonious and pleasant and we need only call attention to the amount of business done and the subjects considered, to show that there were many working men there.

The Address of Rev. Dr. Nott, of Goldsboro', was listened to with much interest by a large and attentive audience; and at its close, a motion was made to request a copy for publication; but, at the request of Dr. Nott, the motion was withdrawn. We hope however to have the privilege of giving some extracts at least to the readers of the Journal.

The Essays of Mrs. Jones and Mr. Tucke, also added much to the interest of the meeting. They were both

entertaining and instructive and altogether in good taste.

But our readers will have an opportunity of deciding for themselves, in regard to the merits of Mrs. Jones's Essay, as it will be published, in full, in the next No. of the Journal.

Mr. Tucke also, at our request, placed his Essay in our hands, that we might make such extracts from it as we might think would be interesting to the readers of the Journal. Portions of it will be published, at such time as circumstances may allow.

We believe it was the opinion of all present, that a more pleasant place could not have been selected for our meeting. Statesville is situated in one of the finest portions of the State—surrounded by a most beautiful and picturesque country, which, since it is brought in contact with the rest of the world, by the Western R. R., will soon be noted both for the beauty of its scenery and the fertility of its soil.

We are sure that the Association could not have been entertained with a warmer and more generous hospitality, any where in the world. And no people show more interest and zeal in the cause of education than the citizens of Iredell county. Their active county Association, their flourishing Schools, in different parts of the county, and that ornament, not only to Statesville and Iredell county, but to the State—Concord Female College—could not be found elsewhere than in the midst of an intelligent community.

The pleasure of meeting with so many of those engaged in the same pursuits, and laboring for the advancement of the same cause, the recollec-



tion of the many pleasant acquaintances formed, the new interest awakened, in regard to the general educational interests of the State, and the renewed vigor with which all return to their labors, after enjoying a week's relaxation in a manner so appropriate, will cause many to look forward, with lively interest, to the time for our next meeting.

**THE JOURNAL.**—We would call special attention to the action of the Association in regard to the Journal. We hope that those who were not present will imitate those who were, in making efforts to extend the circulation of the Journal *immediately*. A little earnest effort, on the part of each one, will secure for it an ample support, for the present year—and the standing committee, appointed to attend to its interests, and instructed to make arrangements for its continued publication, will soon begin to make efforts to place it in a situation that will insure it future prosperity.

The report, of the committee who examined the Journal and compared it with Educational Journals from fourteen other states and from the British Provinces, deserves attention and ought to have some influence with any of the readers of the Journal who are disposed to criticise it with severity.

In this connection, we will again urge the friends of the Journal to write more for it—look at the list of subjects, presented by the committee, as suitable to be discussed by the Association. Articles on any of these subjects would be interesting and calculated to go good—and many more might be added to the list.

The field is a wide one: the amount of good that may be done, by a judicious use of the pen, is incalculable; then let the future numbers of the Journal show that this field is occupied by willing

laborers, by men who are unwilling to bury the talent, for the use of which they must soon render an account.

**ANNUAL MEETINGS.**—*The First Annual Meeting* of the *National Teachers' Association*, will be held in Cincinnati, Ohio, commencing at 10 o'clock A. M., August 11th.

At this Meeting, Lectures are expected from distinguished Educators.

Introductory Address by the President, Z. Richards, Principal of a Classical School, Washington, D. C.

#### SUBJECTS FOR DISCUSSION.

1. The expediency and justice of maintaining *free* schools throughout our Country by general taxation.

2. Parochial Schools; are they in harmony with the spirit of American Institutions?

3. Mixed Schools—The propriety and expediency of educating both sexes together, in the same classes.

*The twenty-eighth annual meeting of the AMERICAN INSTITUTE OF INSTRUCTION*, will be held at Norwich, Conn., on the 17th. 18th. 19th., and 20th., of August.

THE AMERICAN ASSOCIATION, for the *Advancement of Education*, will hold its eighth Annual meeting at Albany, N. Y., in November next.

For the names of delegates appointed, to represent North Carolina, at the above meetings, refer to the proceedings of the Association.

**CORRECTION.**—We have been informed that we ought to have given the name of Mr. Joseph H. Speed, as one of the delegates to the meeting of *The American Institute of Instruction*, to be held at Norwich Conn., commencing 17th of August. The mistake was made in taking down hurried notes, during the meeting, and as no corrections were called for, when the proceedings were read to the Association, we concluded that every thing was correct.



# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

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VOL. I.

SEPTEMBER, 1858.

No. 9.

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## NECESSITY OF FEMALE EDUCATION.

*An Essay by Mrs. DELIA W. JONES, read before the State Educational Association, at Statesville, July 8th, 1858.*

My thanks are due for the favorable opinion that has led your committee to request of me an Essay to be read before the Educational Association of N. C. I am urged to its acceptance only by a desire to add my mite to the interest that *should be* both individual and philanthropic—that in Education; and, with no apology for the errors into which I may be led, but with confidence in your leniency in criticism, I apply myself to the work before me.

It has always been a matter of surprise to me, that, while the education of males is everywhere regarded as most important, there is so indifferent a feeling concerning females, and so little provision made for their cultivation; and it shall be my endeavor to set forth the *necessity* of educating *all* women—the peculiar *advantages* arising from having well-qualified females as teachers of youth—and an inquiry as to where they shall be found and how prepared.

Even in countries and States where time, wealth and experience have combined to further the cause

of female education, we find the means inadequate to supply the wants of the majority of young women: it is not therefore strange that with us, where the system of common schools is not yet fully developed, there should be defects and inadequacies greater still. But this is no reason why, in the cause of Female education, North Carolina should not make bold and thoughtful efforts for the advancement of her *daughters* as well as her sons, and become, at some future day, a mark of admiration and an ensample for others. It requires judgment to devise any system of laws and regulations,—energy and perseverance to put them in force,—and unity of interest and purpose, to do so successfully. Above all, there is requisite a thoroughness of preparation, a careful fitting of all the parts, before any effect can follow the most complicated mechanism. Attention to the first principles and first causes, and careful preparation in little things lie at the foundation of the work of Education. With an eye steadily fix-



ed on the great purpose to be accomplished, there should be a never-forgottenness (if I may so call it) of all that will add to the efficiency of the means employed, and a firm rejection of whatever tends to injure the cause.

In Education, the main-spring of action is the teacher, upon whose ability, information and aptness to teach everything depends. Sound morality, gentleness, firmness, thorough knowledge of human nature as well as a perfect understanding of the rudiments of science, should characterize the teacher of youth in an eminent degree, and the more thoughtful is her temperament, the more efficient will be her labors. Thoughtfulness is a frequent deficiency in the female mind. Half the distresses, accidents and failings that beset females, arise from want of reflection. They are not generally much given to reasoning, and judgment is often, weak in consequence. It is in the power of Education to improve both; but that, by Education, wisdom may be substituted for folly—genius for stupidity—or that a dull intellect can be transformed into a brilliant one, is entirely erroneous. Education does not consist in simply laying up stores of information; without reflection, these stores are of no value to the mind: whole libraries of crude facts would not render a person educated. Facts must be digested ere there is any benefit derived from them, and it is the province of Education to draw out and cultivate those faculties that *already exist* in the mind, but which, without it, would remain dormant,—or, if active at all, not in a progressive manner. It will enable the mind to digest—to deduct from facts their useful moral—to draw from every source, its

inner and spiritual significance and prepare it to enjoy in all things a perpetual “feast of reason and flow of soul.”

This drawing out of the intellectual powers begins, (or should begin,) with the earliest observation of a child. Its first teacher is, of necessity, the mother, with whom lie more of the causes of after success or failure in life, than many are accustomed to suppose. This will be plainly seen, if we reflect for a moment how important it is that the first step in art, science, or philosophy be a correct one; and how beyond remedy are all efforts and reasoning if the first principles be violated. In education the facts are the same, and world-wide is the maxim,

“Just as the twig is bent, the tree’s inclined.”

Let women then be taught—*thoroughly educated*—that in the sphere of every-day life, they may be worthy women, enlightened companions, and thoughtful judicious mothers. Thus will be accomplished the first step towards the education of *both* sexes, but in a peculiar manner, that of females, since within the precincts of home, there dwells the impress of the prevailing characteristics of the mother’s mind: if she be intelligent and cultivated, her family will every day and hour of their lives, feel the ennobling influence of her daily walk and conversation: but if she be rude and untaught, her mind will dwell on petty things and her influence will tend to degrade the natural standard of intellect that her children possess, and she will be a draw-back to their improvement instead of a helper in their efforts.

Most earnestly would I com-



mend to your attention the cause of this neglected portion of humanity, and urge *their* claims to a solid, practical, and thorough education. Then, and not till then, may you safely and confidently urge *your* claims upon them for a faithful performance of their duties, whether circumstances call them to be public instructors, or those home helpmeets and teachers—wives and mothers.

The second step in education, (though the first that is recognized,) is school—the first school to which a child is sent: and here it is most desirable that the teachers should be females. Not that I would by any means, restrict their tutelage to the class of A. B. C.-darians, but I would ever have an intelligent woman to graft the first principles of knowledge upon the moral instructions of home. Who by nature so well fitted for this office as woman? She possesses great patience and forbearance, and it is the tendency of her mind to give much notice to little things. The beginnings of education comprise a multitude of small things—simple facts and rules that require frequent repetition in order to be well learned; and all her patience will be required to teach the smallest children well. Again the child, from its earliest recollection has been the object of unbounded love and tenderness—petted and caressed till its whole nature answers only to gentleness. From this atmosphere of perpetual warmth, the child is often sent to a school where the cold or indifferent aspect of a strange master chills its very soul, and the benefits that *might* be derived from the first year at school are really frightened away, while with a female teacher, there is something of home feeling at once,

and a smile, or a gentle word will win the little heart forever. This done, the task of the teacher becomes a 'labor of love'—the obedience of the pupil is a thank-offering from a warm and innocent heart—and may be remembered by both, with pleasurable emotions, as long as the memory of those early school days lingers in the mind.

But where shall well-qualified teachers be found to supply the demand for primary schools alone? Common schools are not the places to prepare teachers—they are of too low grade and yet they are the only schools of permanent character. Academies, High Schools &c. are not convenient to all: scattered at wide distances, their location is in some populous town or wealthy neighborhood and by distance and high terms generally inaccessible to those who most need the advantages they offer. These schools are very uncertain in their duration, or (what is nearly as bad,) seldom for a longer time than one or two years under the same supervision. The more permanent of these are those fashionable seminaries and female colleges which send forth graduates yearly. Shall we look among them for teachers? Although they are reputed to be thoroughly educated there is seldom one from these schools who is fitted either by disposition, association or even actual knowledge to become a teacher among the middle classes. They are generally daughters of wealthy parents, reared amid luxury and fashion—with tastes and habits belonging to wealthy people; which habits of life have been strengthened by education, and they would disdain the calling of a teacher. A great end in these large Seminaries seems to be, to



acquire the art of Dress and Polite manners, which in a medium station in society need not be carried to such perfection. The love of finery is inherent to the female mind and instead of being cultivated, should be turned aside by solid mental cultivation and moral training. But here it is increased, and this in a teacher would introduce expensive enjoyments among a class who have not the means of gratifying such tastes if acquired. Enough of the art of dress can be learned in the simple rule of neatness and appropriateness; while the Golden Rule of the Bible is a code of polite as well as religious conduct, that will adapt itself to any circle from the lowliest to the most refined. The instruction in these schools is often very superficial, owing as often to the indifferent scholarship of the teacher as to that of the pupil and to the number of studies, both solid and ornamental, attempted at the same time. The ground work of education is thus defective, and the ornamental studies that have occupied so much time and money would be almost valueless to her as an instructor, (unless she devotes herself exclusively to those branches in teaching.) In short, a fashionably educated woman, although she may be a regular graduate is not exactly the person to teach the middle classes in society. False principles of thought and action would follow the commingling of character and tastes so different. There would arise feelings of dissatisfaction between them; the people would be excited to complaint in their sphere and the teacher would not be happy in a position so humble and self-denying.

These schools then, while adap-

ted to the wants of those whose years of study are succeeded by a round of gayety and amusement, are not suitable for persons in the middle paths of life, nor for such as would become teachers. If the poor are unable to receive the advantages of the best schools we have, and if the graduates of such institutions are not qualified or willing to become teachers if qualified, where shall teachers be found? Where shall they receive an education and how shall they defray the expense of such an education as will fit them to enter upon the duties of teaching with any hope of success?

There are no schools adapted to the present urgent necessities of the youth and rising generation.

The Persians have a maxim that reads as follows:

"Whatever peculiar wisdom a nation would possess, they should show it in their schools," and it is time that N. C. should take the matter of preparatory schools in hand, and show the world what views she holds of female capacity and intelligence. Let her provide schools that shall make her daughters sensible, intelligent women, and her teachers, the best.

Women have too long been regarded as mere playthings—butterflies of fashion—beautiful ornaments but perfectly useless to themselves and to the world. Their intellect, in consequence, has lost some of its early vigor, and judicious training only will restore the strength that belongs to it. The persons most suitable to become teachers in Common Schools are found among the middle and poorer class. They have a peculiar feeling for, and sympathy with those of their own station. Their manner of thinking and views of life are congenial, and there is a



strength of intellect and originality of conception with them that is nowhere else found. Have not the greatest geniuses—the men most noted for their attainments and researches, sprung from the humble walks in life? There is no doubt that the education of this class will be the means of lighting many a beacon lamp of genius that shall shine on the wave-tossed mariner far out at sea, and perchance guide him to the haven of peace he had almost despaired of reaching.

There seems to me no system of female education that could be so successfully adopted as the Normal School proposed by Mr. Davis of Rowan county, to the State Association in 1856. This system, while it involves but a small expense to the people, will insure a corps of good Common School teachers and be of incalculable benefit to the people, as well as the taught. It was suggested, that a Normal School be established in each Congressional District—the buildings to be furnished by private Associations or individuals, and constructed in a plain and economical manner—the salaries of teachers to be made up by contributions from each county, and the number of pupils sent from each county proportioned to the sum contributed. The board and incidental expenses, the pupils defray themselves, but the tuition is free to those admitted, upon their signing a written pledge to teach a common school for the same length of time (be it months or years) that they are in attendance at the Normal School. For their teaching, they receive regular pay, and without the drawback of having to pay tuition money after leaving school. Education would thus be placed within the reach

of all classes, and an opening would be made for the preparation of teachers—offering to many females a source of employment that will be of great service to them while they are serving their State and the cause of Education. There are hundreds of strong-minded young women in this State who would rejoice at an opportunity like this, but who, for want of means, will travel no farther in the path of learning than the free school will take them. These strong minds in the middle class, are the nation's boast if cultivated, while neglected, they sink in the scale of intellect. The vast importance of such preparatory schools is not realized at a first glance; but dwell upon the facts that rise everywhere, and even the few to which I have adverted, and their value will increase in your estimation. By no means neglect the matter longer—but *act*. Set in operation the machinery that shall benefit, not simply the few that are taught in this generation, but untold numbers. Cast a pebble into the water; the waves circle round it, ever widening till they reach the distant shore and are lost to view. So the education of each pupil will be the center around which many others shall circle; and they, perchance, in turn, arising to the same advantages may finally exert the same influence. A plan thus set in action is well-nigh the long-sought perpetual motion, which instead of developing itself in mechanics, is found most nearly in the mind—the intellect that God has given to man.

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HAD there never been a cloud,  
there had never been a rainbow.



## RIGHT MOTIVES IN EDUCATION.

Self-reverence, self-knowledge, self-control,  
 These three alone lead life to sovereign power,  
 Yet not for power (power of herself  
 Would come uncalled for), but to live by law,  
 Acting the law we live by, without fear;  
 And because right is right, to follow right  
 Were wisdom in the scorn of consequence.—*Tennyson.*

In an age and state like ours, where Satan, leading every soul up the "exceeding high mountains" of ambition and pride, and deluding it with a vain show of the "kingdoms of the world and the glory of them," whispers "all these things will I give thee if thou wilt fall down and worship me," it seems necessary that every voice, however feeble, should be raised on the side of right. Shams are always despicable—not less so when perpetrated on so grand a scale as is this sovereign sham of power.—"Power fitted to the season, wisdom bred and throned of wisdom," should indeed "in all action be the end of all;" but when in its name the thousand crimes of political and social life are committed—when might and right are so widely severed in every sphere of life—it is wise for us to look well to ourselves, to put away from us mean motives and selfish ends, that we may protest against wrong with clear consciences. Every reform in the state must begin in the individual; and so long as the giant evils of public life are but an exaggerated copy of the dishonest thinking and acting of private life, so long will popular indignation against wrong be as little regarded as the idle wind by those against whom it is directed. This is but just. Political and social wrongs are not generated above the soil of

the common thought and feeling. They spring up, swiftly as any noxious weed, but strong as the century-maturing oak, the legitimate fruit of seed carelessly sown in the earliest spring of life.

Human nature is a nobler thing—the world a more glorious inheritance—we ourselves infinitely superior to the dwarfed standard which has unaccountably been set up as our model. We all profess to believe this—giving with our lips a formal assent to the doctrine that God is our Father, and sometimes catching dimly faint glimpses of the glorious destiny to which such a relation invites us, but who, in looking at the acts and thence divining the motives which move the world, does not see that these are professions merely?

But it is here, at home with ourselves, that the crusade against error must be commenced. Truth always suffers when her adherents fight with stained weapons; and not until the work of self-purification has been earnestly begun can we do her acceptable service. Hence the inutility, nay, the positive evils of large associations, even to advocate great reforms. Inaugurated at first with pure intentions and by noble minds, they have become the resort of all who are disaffected with society because thoroughly at war with



themselves, until the very name "convention" has become a reproach, and the thing itself an occasion to violate the name of liberty by advocating under its title the basest slavery—that of man to his lowest self. We need reforms but we shall not secure them in this way. Suffering under a deadly disease, it will not do to let every quack try his hand at our cure.

We need reforms in education—broader views of life and of our obligations to ourselves and to each other. Life to too many of us seems only a monotonous treadmill, on whose round a few pleasures are to be enjoyed, many pains to be suffered, a certain routine of duties to be performed, and finally a death to be gone through, which will at once release the soul from all restraint and leave it forever unoccupied and at rest. It is the tendency of our popular forms of education to produce this result. Low motives are presented to the child. He is incited to perseverance by the consideration that success in life, by which he understands place, wealth, power, depends upon his acquisitions. He is taught that sin is wrong because punishment awaits transgressors—it is therefore expedient to be good—and goodness too often means a bondage upon the wheel of formalism which grinds out of him freedom of thought, all independence of opinion, and which must as surely prevent his seeming righteousness from being acceptable in the eyes of Him "who knoweth the thoughts of our hearts." Rarely indeed is he led up into the mount of vision and shown the glorious possibilities of his future—the mighty evils with which God created him to contend—the infinite good to-

ward which with a clear head and a pure heart he may lead the way. He is not taught to reverence himself, to love right for its own sake, to worship his Father as the source of all right thinking, all noble action.

The higher side of his nature thus starved with crumbs and promises, and his low hopes and ambitions thus generously fed, what wonder that when worldly power proffers him "ample rule unquestioned," or worldly pleasure "with a subtile smile in her mild eyes" beckons him, he is deaf to wisdom and rushes blindly into political wrong or social disgrace? "Do men gather grapes of thorns?"

Surely the republic has not rightly educated her youth.—Boasting of her freedom, she has here widened into license, there contracted into despotism. The liberty which is the result of perfect obedience to righteous law has not been her aim, and that her children do not prize it is too sadly shown in the miserable shams of legislation, the wide-spreading outrages against law and order which take root and grow unchecked in her midst. Her only hope lies now in a truer view of education—a more sedulous care over that army of youth before which the generation which now controls the state must soon retreat. This reform does not mean a new array of books, a more imposing list of sciences, but a more zealous watchfulness over the motives by which we seek to impress the child—nobler views of God as our Father and of ourselves as his children—of truth and right as, in their perfection, the incarnation of God which shall redeem the world.

Oh! never, until mean incentives to action, low views of duty are forever eradicated from the



heart and mind of our people, can America be the appropriate standard bearer of freedom—not that freedom whose synonym is lawless unrestraint, but the glorious liberty under whose shadows “the kindly earth shall slumber, lapped in universal law.”—*N. Y. Teacher.*

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EDUCATION.—According to the most accurate estimate which can be obtained, there are in the United States about one million and a half of children without the means of education, and about an equal number of adults, either foreigners or native Americans, that are uneducated. These large masses of unenlightened mind lie in almost every portion of this nation, and frightful statistics have been officially given by legislative investigation in several of our States. In one of the smaller States there are nearly thirty thousand adults and children that can neither read nor write. In one of the largest, there are four hundred thousand adults and children who have no education and no means provided. In one of the Western States, one-third of all the children in the State are destitute of any provision for education.

Every where in all ages, such masses of ignorance are the materials of all others most dangerous to liberty; for as a general fact, *uneducated mind is uneducated vice.* But the safety of our republic depends upon the intelligence, moral principle and patriotism of the nation.

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BENEFITS.—He who receives a good turn should never forget it; he who does one should never remember it.—*Charron.*

SCHOOL OUTRAGES.—Thirty years ago a school-mistress, in a rage, caught hold of the arm of a little girl, not in fault, gave it a violent jerk, and with a swing threw her to the other side of the room. To-day, that little girl is a wife, a mother, the accomplished mistress of a princely mansion, happy in her social position, happy in her husband—who is one of the best of men, but that arm hangs powerless at her side, as it has done from the days of her childhood.

Two years ago, a beautiful young girl, just budding into womanhood, was going to school in mid-winter; she, with other scholars, was sent out for recreation for half an hour, as was the daily custom: not knowing any better, she sat on a stone step in the sun, and daily did so. Thus, coming from a warm school-room, and remaining still in the open air, until most thoroughly chilled, she acquired a permanent cough. She sleeps in the churchyard now. How many bright hopes have been blasted—how many an only child has been sent to an early grave by ignorant, careless, and incompetent teachers—is frightful to think of.—*Hall's Journal of Health.*

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HANDSOME AND GOOD.—It was a pertinent and forcible saying of the Emperor Napoleon, that “a handsome woman pleases the eye, but a good woman pleases the heart. The one is a jewel, and the other a treasure.”

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THE intelligent have a right over the ignorant—the right of instructing them.



## ELEMENTS OF INSTRUCTION.

The welfare of the "Journal" should be the object nearest the heart of every friend of Education in North Carolina; and as its leading object seems to be the moral and intellectual improvement of its contributors and readers, I here come forward to place my little offering upon their common shrine. And to add further to this object I have chosen that subject which should be foremost in importance. And to the end that I may discuss it with more ease, I propose to unfold it before the reader, by a few simple divisions. I shall inquire,

1. What is Education?
2. Why man Educates?
3. What it is that man Educates?
4. Its capability to be Educated?
5. The object of Education?
6. The Instruments of Education?
7. The result of Education?

Lastly. I shall offer some few reflections and rules upon the foregoing.

1. What is Education.

Think not my kind reader, that it has fallen to my lot, to give a final answer to this question. A question with which the mightiest minds of bygone ages have grappled and have failed in that answer, upon which the literary world could all repose content. For if this question had been set at rest, there would be no difference of opinion in regard to systems of text books or plans of instruction. And it is evident, if we knew what Education really is, and not our opinion of what it is, all schools

and colleges would be conducted upon the same plan.

I shall not attempt a direct answer to this question. Yet I would have the reader draw from the reflections I shall offer on the remaining heads, what I understand it to be.

2. Why does man Educate?

We must not suppose in the pride of our human nature, that man is the only animal that Educates its young; for a great many seem to educate their young for particular purposes, and naturalists tell us that the proud birds of the Andes, that nestles amid their lofty crags, trains the young eagle day by day, to circle farther and farther from its dizzy home until, on fearless wing, it rides upon the dark bosom of the majestic thunder storm. But as man is superior to other animals in physical formation, he is pre-eminently superior in this; that while he feeds and nourishes, he also educates his offspring, far beyond any other animal.

Then to answer our query we must look somewhat into his moral structure. In strictness I take it that the great objects of animal existence are sustenance and reproduction. Therefore to carry out these objects in man, his Creator has given him an instinctive love of life and fondness for his offspring, which leads him to toil and accumulate property by which they may be sustained and at his own death avoid the pain of the same toil. The same fondness leads him to teach his young, not only all he learns in his own short life, but the accumulated information of ages



past, that they may be able to begin where he leaves off in knowledge, thereby being enabled to sustain themselves on an equality with their fellow beings, and thereby securing themselves against those accidents which the experience of the past has shown to be enemies to their existence.

This then is the answer—natural affection first leads man to seek the welfare of his children, reason teaches him that education is the surest means to attain the cherished end.

3. What is it that man Educates.

But a small amount of observation shows us that there are two great kingdoms of living beings, "Vegetable and Animal."

The creatures of the first are dependent upon accident for their food, as they lead only a passive existence. In the creatures of the other, certain faculties have been created, which enable them to seek their sustenance by changing from place to place at will, and in the organization of that highest order of the animal kingdom, has been placed a particular guide not only to direct him in this world but which enables him to seek his welfare in that vast eternity that opens before him, when life's "fitful fever" is past. Although therefore education may be, and is extended somewhat to the physical organs; as training the feet to move gracefully to the time of the violin and the actor's body to perform the feats of the ring; yet it is in this particular guide in man, that man principally educates. The nature of this guide, is foreign to our purpose, therefore, I shall not stop to inquire whether it is material or immaterial. Whether it is the result of animal organization or

something superadded, or lastly whether it is entirely independent of the physical being, or located in any particular organ—suffice it to say, we call it Mind—yet there is one element (as we may say,) of its structure necessary to be discussed, and that brings us to the 4th head.—Its capability to be Educated?

It is a wonderful, as well as wise, provision of Providence that every thing in the Universe has been impressed with certain and unchangeable properties, without which they would fail to answer the end for which they were created; and properties which do not depend upon accident; but are permanent and sustained unalterable, in the smallest particle of matter, by the mighty power of Omnipotence. And as I said above how wise and beneficent this provision, for only imagine that anything, upon whose certain properties we depended for existence, could be changed in its nature by accident, how miserable would be this life of ours. Who could sleep, did he expect ere the rising sun that "light and air," would change their properties. And here, if we would but contemplate this stupendous idea, of the necessity of God's sustaining unchangeable the properties of all matter, we might learn a lesson that would humble the proudest intellect. For to illustrate this idea, imagine the Ocean Steamer moving, with the aid of a Fulton's genius, unharmed through the billowy seas, carrying in its halls a fearless and happy crowd, though the sea-storm breaks upon its iron ribs. Suppose God, by his mighty fiat should withdraw from the steam its simple property of expansibility. That boasted monument of man's inventive power, ere you



can say it, would be palsied in every joint; in vain, with nervous grasp, the pilot, might jerk the useless bell—it would matter not how that once happy crowd might shriek, it would matter not with what palling hopes the engineer moves the unwieldy lever, the engine would stop a helpless thing; its mighty wheels would droop listless in the raging sea; and Old Ocean smaking his greedy lips over his gorgeous prey, would laugh to scorn the weak and puny efforts of frail and mortal man. And to illustrate further, look at the raving maniac, from whose mind, for some inscrutable purpose, has been taken, the capability to be educated, and see a helpless, useless wreck of the noblest part of man. The mind then, being formed by the same Omnipotence, is not an exception; but upon this original ability, given it by its Author, is suspended all our hopes of improving it.

Think not then, Oh! vain man, that you can add or acquire this property! Do you think that you can acquire that faculty which enables the mind to soar aloft, through the regions of unfathomable space or that faculty that can call forth from the past, the minutest event of a long and variegated life?

Though experience may teach us that this original capability is greater in some minds than in others, and even in the same mind the capability of certain faculties to be trained to certain purposes, to the exclusion of others, is observable. Yet this capability, with its different degrees, must and does exist primarily, before we can begin to Educate. And though I mean to say, the original capability of certain faculties to do certain things must exist, as a foundation, and be created as

such by the great Omnipotence—yet I mean to say that these same faculties can be cultivated to perform their particular functions, to a greater degree than we often imagine. In other words we often blame our faculties for faults which should be ascribed to want of effort and cultivation. My idea here is illustrated by a grain of corn; though its capability to produce the stalk and ear must exist entire and unchangeable by the power of Providence, yet by certain modes of cultivation we can produce a greater or smaller stalk or ear. Thus tho' the capability of the memory to recollect, be original and not acquired, yet we can by exercise so improve it as to memorize page after page; then again we may leave it unused until we can hardly call to mind the moment that has just passed.

What then is the object of Education? Some have supposed that it is to train the faculties. Others, that it is to strengthen man's morals and render him a more religious being. The first of these answers is a mere means of education; the other is a consequence only. But I take the object of Education to be, the placing in possession of the mind certain facts and rules, suitable to its sphere, by the use of which it may guide and sustain its overseer (the man) in carrying out the end of his existence in after life. The fitness of this definition will be made clearer by a few illustrations.

Thus—why is it that our boys are taught the rules of figures, if it is not to use them in reckoning their interest and various accounts? Why are the cadets of West Point taught military tactics, but that they may be useful to them on such fields as Monterey and Buena



Vista? Why did Martin Luther toil by his midnight lamp in learning the dead languages, but to use his information in translating the Bible, and more easily to expose the errors of the Romanists, in consiruing the same? Why pours the lawyer over his Coke and Blackstone but to use his knowledge in redressing the wrongs and securing the rights of his clients? Why does the actor exercise his memory, but to memorize and retain with ease his parts of the play? Why learns the mechanic the mysteries of his art, but to use them in carrying it out? Why does the teacher store his mind with varied learning, but to impart it to others? Why even do the wealthy, and men of leisure, peruse the refined and elevated classics, but to sustain themselves among, and enjoy the company of their compeers in society?

From these illustrations we see that education should be to the man, what useful tools are to the mechanic. In other words to place the subject in a nut shell, education should be,—*means useful*; and not an end. Therefore any facts, rules or information given the mind, that cannot be turned by it to some useful account, should be looked upon with the same suspicion as fancy tools hanging in the mechanic's shop but to rust.

W.

(TO BE CONTINUED.)

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Some hearts, like primroses, open most beautifully in the shadow of life.

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The intelligent have a right over the ignorant—the right of instructing them.

FEMALE EDUCATION.—A writer in a late number of the North British Review observes:

“Instead of educating every girl as though she were born to be an independent, self-supporting member of society, we educate her to become a mere dependent, a hanger on, or as the law delicately phrases it, a chattel. In some respects indeed, we err more barbarously than those nations among whom a plurality of wives is permitted, and who regard women purely as so much live stock; for among such people women are, at all events, provided with shelter, with food, and clothing—they are “cared” for as cattle are. There is a completeness in such a system.

“But among ourselves we treat women as cattle, without providing for them as cattle. We take the worst part of barbarism and the worst part of civilization, and work them into a heterogeneous whole. We bring up our women to be dependent, and then leave them without any one to depend on. There is no one, there is nothing for them to lean upon, and they fall to the ground. Now what every woman, no less than every man, should have to depend upon, is an ability, after some fashion or other, to turn labor into money. She may or may not be compelled to exercise it, but every one ought to possess it. If she belongs to the richer class, she may have to exercise it; if to the poorer she assuredly will.”

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Indolence is not ease, neither is wealth happiness.

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If we crave the love of others, we must love them.



## PRACTICAL SUGGESTIONS.

I more than half suspect that the author of the Readers used in our schools never intended many of the pieces, in the Fourth and Fifth books especially, to be read understandingly. The ground of my suspicion is found in the fact, that the author, with more labor than judgment, has indicated the words supposed by him to require emphasis, or certain slides of the voice, by *italics* and inflection marks. The attempts of some of the little scholars to read these (to them) unintelligible passages, in accordance with 'the marks of the book'—pouncing with great force upon the unfortunate italicised words, sliding the voice half an octave upwards and then as suddenly slipping it down—are truly ludicrous. The strangely unnatural movements of their voices strongly remind me, at times, of the first essays of a blind man at walking under the instructions of his guide; to stride a gully here and surmount a hammock there; now to turn to the right and then to the left. Equally unnatural is the reading of some of the classes which have been vigorously taught to observe the common but faulty rule: *Never let the voice fall except at a period!*

The learning of words should have a prominent place in primary instruction. The ability to call every word in the lesson at sight, and without the least hesitation, should be insisted upon as a prerequisite to the reading exercise. To this end each lesson should be thoroughly studied; the difficult or new words spelled, pronounced,

analysed, defined; in short, every word should be mastered.

The thought of each sentence should be planted in the scholar's mind. Children should not be permitted to read what they do not understand. This is the origin of much of our poor reading. The reading of every sentence should be made to bear clear evidence that the sense is seen and appreciated. This is a vital point; too often sadly neglected.

Distinctness of enunciation should be insisted upon. This is the chief excellence of good reading; indeed, when combined with proper emphasis, modulation, and purity of tone, it is good reading. To secure this, the voice must be early and assiduously trained; elementary drills and exercises, calculated to give pliancy and power to the vocal organs, must be frequent; the vocal elements, which compose words, must be articulated separately and combined. The utterance of the vowels—the very soul of words—must be made full, rich and flowing; the consonants clear and distinct.

The ability to write at an early age opens the way for early practical instruction in the use of writing. By a series of easy and progressive exercises, the little scholar may be led from the simple copying of his spelling lessons up to the inditing of a neat letter to some real or imaginary friend; and this too before he has used copy-book or pen. His little slate, day after day, may show the results of well employed and pleasantly spent time in neatly written columns of words, copied from his Speller or



Reader; then the names of familiar objects, the names of the different kinds of flowers, of trees, of birds, of insects, etc. Rising above mere word making, he may be directed to copy verses, important maxims; then to write original sentences, brief descriptions of 'Kitty,' 'Carlo,' etc.; then notes of various kinds, and letters. In all these exercises, plain, neat writing, correct spelling, use of capitals, and punctuation, should be the prominent results aimed at. In this manner, the experienced teacher may impart a skill and correctness in the use of the pen, which no amount of mere imitative writing and oral spelling, without such practical application, can ever afford. We need in our schools more thorough and elementary instruction in the manuscript part of composition. Scholars should at least be taught to write a creditable letter, before they are permitted to compose homilies on abstract and metaphysical subjects.

There can be but one opinion as to the importance of having good Primary Schools. In them is laid the foundation upon which the training of the higher departments must rest. The instruction there received, constitutes the warp which runs through the entire web of each child's education. It is there that knowledge, to its eyes, first unrolls 'her ample page.' There it receives its first impressions of school—a love or an aversion to study. There are found those habits of thought, of study and of conduct upon which future success and influence so greatly depend. How important then that those schools be properly conducted! To do this successfully requires on the part of the teacher rare qualifications. No amount of

knowledge, skill, or experience is superfluous. Of no other department may it as truly be said, 'As is the teacher so is the school.'—The policy of filling Primary Schools with inexperienced teachers—mere apprentices in the art—is a mistaken one, and is justly being laid aside.

It is absurd, as well as cruel, to require little children—full of activity and joyous feelings—to sit from hour to hour, with arms folded, in idle silence. Little children must have something to do. Exercise is a law of their nature; it is the very condition of their growth. They must also have recreation; this is as essential as exercise.

Some teachers, however, are wont to make this active nature of children an excuse for the manifest disorder of their schools.—This is at best but an indirect apology for their own ignorance or indolence. Disorder in a school-room is a very poor exercise and a worse amusement! These necessities of children should be provided for in the exercises of the school. I regard this the secret of success in teaching a Primary School. No dull routine of the mere 'hearing of lessons' will answer. Teachers must have the tact, the zeal and the energy to supply each scholar with employment and pleasure.

The influence of a properly conducted High School permeates all the other schools, causing greater thoroughness, more regular attendance, and more exemplary conduct. It stimulates the teachers to greater exertions and vigilance by exhibiting the results of their methods and labors in close proximity. It also secures greater uniformity of instruction in the grades of school. To the scholars in the



lower classes it presents a strong and constant stimulus, exciting a desire for promotion and awakening a laudable emulation. Its influence upon the scholars of the Grammar Schools, in promoting diligence in study and correctness of deportment, is immediate and powerful. It offers a strong inducement to parents to continue their children in school, even at a little sacrifice, until they are qualified for an honorable promotion to the highest educational advantages of the children of their neighbors.

The organization of a successful High School is always followed by a large increase in the number of scholars in attendance upon the lower schools. It becomes a center of influence, imparting dignity and reputation to the entire school system.

The value of this department, however, does not consist wholly, or primarily, in its reflex influence upon the lower schools. It possesses within itself great merits and advantage. The demand for facilities to acquire a higher education is now imperative. The advantages and benefits flowing from such culture are numerous and evident. Colleges, Seminaries, and High Schools exist wherever intelligence and refinement are valued. The great merit of the Public High School is, that it presents these high advantages, gratuitously and as a right, to all classes of the community. Its chief honor is, that many of those who are in it prepared for an enlarged usefulness would, but for its existence, have entered upon the duties of life, with nothing further than the mere rudiments of knowledge.—*Ohio Jour. Ed.*

A good natured friend is often but an enemy in disguise.

#### POWER OF MONOSYLLABLES.—

To one whose attention has not been drawn particularly to the subject, it will be surprising to call to mind how many of the most sublime and comprehensive passages in the English language consist wholly or chiefly of monosyllables. Of the sixty-six words composing the Lord's Prayer, forty-eight are of one syllable. Of the seventeen words composing the Golden Rule, fifteen are of one syllable. The most expressive idea of the creative power of Jehovah, is expressed entirely in monosyllables: 'And God said, let there be light, and there was light.' One of the most encouraging promises of Scripture is expressed in fifteen words, all but one of which are monosyllables: 'I love them that love me, and those that seek me early shall find me.'

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HURRY AND DISPATCH.—No two things differ more than hurry and dispatch. Hurry is the mark of a weak mind, dispatch of a strong one. A weak man in office, like a squirrel in a cage, is laboring eternally, but to no purpose; in constant motion, without getting on a jot; talks a great deal, but says very little; looks into every thing, but sees nothing; and has a hundred irons in the fire, but very few of them hot, and with those that are he only burns his fingers.

Colton.

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A man is taller in the morning than at night, to the extent of half an inch, owing to the relaxation of the cartilages.



## THE SECOND CLASSICAL SCHOOL IN IREDELL COUNTY.

The most important School in its day, in this part of the State, was the one called Clio's Nursery, either because it was placed under the protection of the first of the Muses, or because it was the road to honor and reputation. It was situated near the junction of the South Yakin and Snow Creek; about ten miles North of Statesville.

The original house in which it was taught was about a half of a mile East of Mr. Joseph James's, in a hollow near a spring. This was unfortunately burnt and another house was built upon the top of the hill, in a piece of woods, a little farther west, where the foundation can be seen at this time.

It is not well determined in what year this school went into operation, or when it came to a close. It is generally admitted however that Dr. Hall had the chief hand in getting it up; he returned from Princeton in 1774, and was licensed to preach in 1776.

Judge Longstreet, of Georgia, in an oration on the death of Dr. Moses Waddell, the President of Athens College, who was educated at the Clio School, says that it began before the Revolution. And Mr. John Adams now living at the West, a student there, thinks that it ended about the fall of 1887.

Martin, in his History of the State, vol. 2, page 395, says there were only two public schools in 1776, one at Edenton, the other at Newbern. But he means Academies incorporated by the Legislature. See Davis's Revisal of the Laws of N. C., in 1773, pp. 359, 478.

The Clio School was not incorporated.

Among the names of teachers in this school as given by tradition, are the Rev. James M. Ewen, the brother-in-law of Dr. Hall; Rev. Francis Cummins; Samuel Harris the brother of Dr. Charles Harris of Cabarrus, who afterwards was graduated at Princeton College in 1787, was tutor there in 1788, and died the next year. Samuel W. Young, who went from there to Winnsboro, S. C. John Newton, licensed by Orange Presbytery in 1783, under whom James W. Stevenson was an assistant; after him was Charles Caldwell mentioned below, under whom it would seem the School came to a close, and he left to establish (i. e. to re-establish) a similar school, the Crowfield in Centre Congregation.

We do not suppose that we have given the names above in the right order of time, except the first two, and the last, which are well ascertained.

Dr. Charles Caldwell, who was once Professor in the Medical College in Philadelphia, and who removed from there to Lexington, but is now at Louisville, Kentucky, in a letter to Hugh R. Hall, Esq., dated March 12, 1847, says, "I succeeded Mr. Harris about the year 1785 or 6, and continued at the head of the school about two years; when I withdrew from it, by invitation to aid in the establishment of a similar Institution in Centre Congregation near the residence of Col. Osborne.

It was certainly *suspended* for a time, if not *permanently closed*; my memory suggesting to me the



*latter issue.* From its commencement, if I am not mistaken the Clio school flourished; during the regime of my immediate predecessor and myself I know it did."

In his autobiography, published since his death he says, page 69, "I was induced by a complimentary invitation, and the prospect of a liberal income, to place myself at the head of a large and flourishing Grammar School, situated in a remote and wealthy Section of the State. *That institution had at all times previously been under the direction of gentlemen somewhat advanced in years, and of acknowledged scholarship*; and it contained, at the time of my appointment to it, several pupils from five to ten years older than myself." He afterwards speaks of "this institution as the Snow Creek Seminary from being situated on a stream of that name, not far from the foot of the Bushy Mountains."

This school was situated in an elevated and healthy region surrounded with beautiful scenery, and in the midst of the most thickly settled neighborhood of pious and respectable families in the County: the Kings, Sharpes, Adamses, &c.

The names of many, who in whole, or in part were educated there, are furnished by the memories of the aged. Some of these rose to eminence in the various departments of public life. Rev. Richard King, who was himself prepared there for a higher institution, in a letter to a friend in 1822, remarks of some of the Clio students, as Dr. James Blythe and others who had risen to eminence. "These great men must all call Iredell their literary cradle, where they first courted the Muses, and from whence they started for the goal of fame. They are determin-

ed to be of the great men of the Earth, and they will be so."

Of Richard King, Dr. Caldwell remarks that "he was brilliant and imposing in both mind and person: \* \* \* "and became one of the ablest and most evangelical of preachers. In eloquence, especially, he was rarely surpassed." Other names found on the list of students are Judge Edward Harris of this State; Judge Smith of Ala.; Judge Lowrie, Dr. M. Waddell, of Ga., and late President of Athens College: John Adams, John Reid, the father of Rufus Reid; Abner Sharpe, Rev. James H. Howman, Robert Hall, Thomas Hall, John Allison, Felix Walker, member of Congress from the Western District of this State: Dr. Joseph Guy, Bain Alexander, and Dr. Joseph Alexander of Mecklenburg. Dr. Charles Harris, Geo. W. Campbell, of Tennessee, the Secretary of the Treasury of the U. S. in 1814, and afterwards minister to Russia; and doubtless many others. Indeed, this School in its day was of more importance than is commonly supposed. It filled almost the place of a College. Dr. Caldwell in the letter above referred to, states that "the exercises of the pupils in Clio, consisted chiefly in the study of Greek, Latin, and English Belle Letters, Geography, Algebra, Practical Surveying, and the principles of Navigation.

Except in a few instances, neither experimental Philosophy, nor Astronomy was made a study. English composition, and public speaking, received attention; once every year was held what was called a "*Public Exhibition*" when speeches were delivered, dialogues spoken, and plays acted on a stage erected for the purpose *sub dio*, (in the open air,) and the whole community joined the audience."



As we learn from old people who attended them, these exhibitions were great occasions. The Trustees met at the house of John Sharpe, or Wm. Sharpe, in the vicinity, and marched with the Faculty, and students accompanied with music, to the Academy; making as much display as we find at a modern College Commencement.

Dr. Waddell was heard to say, long after he left this part of the country, that the languages were taught at this school, better than at any other place in the State at that time.

What brought this School to a close is not known. The burning

of the house, however, caused some excitement in the County at the time; and probably operated to bring it to an end. The person who was the cause of this was never discovered, though some of the students were arrested on suspicion.

With the burning of the house the School went down, and probably, as Dr. C. states, about 1787. Just before this in 1785, Dr. McCordle began his School at "Zion-Parnassus," in Rowan. And just after that Dr. Hall set up his Scientific School, at his own house near Bethany Church, where Mr. James Crawford now lives.

E. F. R.

### THE TEACHER'S TRIUMPH.

It was the afternoon of a long and beautiful day, in the month of September, which found me sitting in the quiet chamber of my dear friend M. We had from childhood been intimate friends, and now that disease had laid his wasting hand upon the frame of one ever so dear to me, we seemed bound by new and holier ties. M. was a gay, laughing, happy child, early enjoying the title of Miss Flutterbudget, but as she verged into womanhood her whole being seemed to have undergone a marvellous change. She became sedate and thoughtful beyond her years. She was brave, energetic and ambitious, possessing a true woman's heart that warmed with love toward every worthy object. She became a School-teacher, and well did she fill her new station.

She entered with all the ardor of her nature upon her duties. She loved the work, and her pupils caught much of their teacher's spirit, and together they labored to make due advancement. But all this was too much for my darling M. A few seasons only passed away when my friend found her health giving way and in consequence was obliged to quit her loved occupation. Now she sat before me, supported by cushions in an easy chair, her cheeks, once red and rosy, now pale and colorless, her eyes large and lustrous, her whole frame wasted to a mere skeleton. She was evidently rapidly sinking into the tomb. As she neared the final hour she lost none of her cheerfulness, but was animated at the thought of being "one-day nearer home." She of-



ten spoke of the happy days she had passed in school and on the afternoon in question narrated to me the following incident which I will relate in nearly her own language. "While teaching in B, I had one pupil, a girl, fourteen years old, who caused me deep anxiety. She possessed a superior mind, and was thus calculated to do much good, or evil. She seemed to take the latter course, and though she instigated no open rebellion, she improved every opportunity to harrass and perplex me. I knew not what to do. Matters continued in this state for a number of weeks, but as there is an end to every scene, there came one to this. One day during recitation she had worn my patience threadbare, when she let fall unguarded words from her lips, that touched me to the quick. I will acknowledge it, I was angry. She had spoken insolently in the presence of the whole school. I nervously grasped my rule and advanced toward her with the intention of punishing her severely on the spot. A still small voice whispered, "Beware, beware, do nothing rashly or imprudently." I stopped to consider; first, her's is a proud spirit that will never yield to blows, and if you strike you inflict a wound never to be healed; second, what could not be gained by whips has been accomplished by the judicious use of kindness. Gentleness may now secure the victory. My angry feelings were banished, I dismissed her at once from the recitation, desiring her to remain in her seat after school was dismissed. Soon school was out and while merry-hearted groups of little ones were wending their way homeward, we sat alone. 'Twas silent as the grave. S. seemed not to move or breathe;

her head was erect, her whole countenance betokened a sullen and proud spirit, while a contemptuous curl of the lip, seemed to bid defiance to all attempts at reconciliation. I trembled; an overwhelming sense of my utter inability to do aught to subdue the passions which had gained the ascendancy in that young mind, drove me to a higher than earthly power for assistance in this emergency.

Leaving the room I entered an adjoining room and kneeling, I called earnestly upon my Heavenly Father for strength sufficient for my task. My first attempts at prayer were incoherent sentences, for I was weighed down with grief and a sense of responsibility and weakness. It was not long ere a sweet peace stole into my troubled soul. I felt how true they that wait upon the Lord shall renew their strength. I was enabled to plead my cause with earnestness, and when I returned to the school-room I went with strong confidence that, by the grace of God assisting me, good would result from our interview. I found S. sitting in the same posture as when I left. I sat down by her side and passing my arm about her waist drew her toward me. She resisted, and I then told her I had desired to see her that we might talk over some of the occurrences of the past weeks. I told her of the tender, affectionate interest with which I regarded the welfare of all my pupils; that I felt grieved when I saw them guilty of any misconduct, for I knew they were but planting thorns which would disturb their peace in after life. I could sympathize with her for I perfectly knew her feelings from actual experience. I reminded her of the pain it would



cause her dear parents should they know of her misconduct. I did not fail to tell her that she was sinning with a high hand against a just God. You wish to know how she was affected by all this. As I proceeded she ceased to resist the pressure of my arm and her head reclined upon my breast; then her eyes filled with tears; first one, then another huge tear-drop rolled down her soft cheek. I felt sure the victory was mine. She was penitent and ready to ask pardon, but sobs and tears choked utterance.

Long time we sat locked in each other's embrace, weeping, her's tears of sorrow, mine of joy; joy that I had trusted in an Almighty arm, that I had called on the Lord in the day of trouble and he had heard me. Her sorrow was not wholly that she had wronged me, but she acknowledged that her transgressions were great in the sight of God. Ere we left the room we knelt in prayer, and while I rehearsed the sins of the day and plead forgiveness through the merit of the atoning blood of Christ, our mediator and Savior, S. was deeply affected; that night dates a new era in her life. She was ever after a diligent, faithful, kind and affectionate pupil, and from that hour she became an earnest inquirer of the way of life. After a severe struggle she yielded her heart to the Savior, and now rejoices in the hope that when her earthly career is finished, she shall inherit the kingdom prepared for all faithful followers of the meek and lowly Jesus.

Kind reader of this simple sketch, say you not that it verifies the language of the poet,

Gentleness is a little thing  
Dropped in the heart's deep well;

The good, the joy which it may bring  
Eternity shall tell.

*Conn. Com. School Journal.*

#### THE EDUCATION OF MALES AND FEMALES IN THE SAME SCHOOL.

Though it may be difficult to carry through a course of education in which the sexes mingle in the same school; and though objections may be made to it, yet under a prudent and judicious teacher, it is attended with many advantages.

It tends to secure neatness of dress and person; to refine harshness of manners; and to remove that shyness that is apt to exist between them.

It operates as a stimulus to the indolent and a spur to the dull. However affected by that laziness that a certain doctor of Divinity called a part of original sin, a lad or lass will extremely dislike to appear deficient in recitation, in the presence of the other.

They naturally desire to secure the good opinion, and esteem of each other. And a young man who is regardless of his reputation among his own sex, will be very anxious to appear well in the eyes of the young ladies, whose smiles of approval have more influence than the authority of the teacher. And very often our institutions of learning suffer for want of this influence.

The female sex, the last to be affected in the decay of public morals, has a vast deal more influence in giving a good moral tone to society, being made of dust double refine, as the old commentator, Mathew Henry, quaintly remarks, than the rougher hardier sex.

Especially is this the case, when



they are known to frown upon all impropriety and immorality of conduct, in the male sex, equally with their own; and to make excellence both in understanding and heart a passport to their favor.

It may be impracticable to regulate and restrain the intercourse of the youth of both sexes in a boarding school, where they are all away from parental watch, but in our large towns and villages, where they return to their friends after the hours of school are over, perhaps the plan we have seen pursued with success, would be as good as any; that the sexes have different doors of ingress and egress; occupy different apartments while studying, and meet only in the recitation room.

Let them come together in the same class; go through the same exercises at the black board; and let there be there a contest of mind with mind. This will serve to show who have good talents, and who have improved their time in getting their lessons. This will kindle emulation in the dulllest boy; and push forward the most indolent girl in the way of mental improvement.

E.

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KNOWING WHAT ONE'S ABOUT.  
 "Half of the evil in this world," says Ruskin, in his "Stones of Venice," "comes from people not knowing what they do like—not deliberately settling themselves to find out what they really enjoy. All people enjoy giving away money, for instance; they don't know that—they rather think they like keeping it; and they do keep it, under this false impression, often to their great discomfort. Everybody likes to do good; but not one in a hundred finds this out. Mul-

titudes think they like to do evil; yet no man really enjoyed doing evil since God made the world."

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### WAIT NO LONGER.

Oh! for such an education—  
 Knowledge prospering in the land,  
 As shall make this busy nation  
 Great in heart as strong in hand.

Knowledge free and unencumbered,  
 Wearing no dogmatic fetters;  
 Quick'ning minds that long have slumbered;  
 Doubling life by living letters.

Knowledge that shall lift opinion  
 High above life's sordid bustle;  
 Thought claims limitless dominion—  
 Men have souls as well as muscle.

Knowledge that shall rouse the city,  
 Stir the village, shake the glen;  
 Teach the smith in the smithy,  
 And the ploughman, they are men.

All who will may gather knowledge,  
 Prompt for every earnest wooer;  
 Indifferent to school or college,  
 She aids the persevering doer.

Shall we wait—and wait forever,  
 Still procrastination rueing;  
 Self-exertion trusting never—  
 Always dreaming, never doing?

Wait no longer—Hope, Faith, Labor,  
 Make man what he ought to be;  
 Never yet hath gun or sabre  
 Conquered such a victory!

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If any one knows why a woman should teach, or do any other good work, for half what a man would receive for the same service, let him give the world the benefit of his knowledge; but if none can give a good reason for this disparity, then all should unite to remove it as injurious and unjust.



## THE INFLUENCE OF TEACHING UPON THE TEACHER.

We have already expressed our opinion that the tendencies of teaching upon the passive style or habit of manhood are detrimental, physically, socially and mentally. If one throws himself into this stream of influences and attempts simply to float, the current will not suffer him to maintain his status, but will surely carry him backward until he runs aground. We need not argue that there is a natural inclination to passivity, especially, where all achievements that constitute success are to be wrought out by mental and moral forces. It will not be for us a superfluous precaution, occasionally to bring out the quadrant and take our latitude and longitude; to consult our log-book, that we may learn our course, and ascertain our rate of progress. When we have done so much, some of us, at least, many find that we have made but little advance. Our course, when traced upon the chart, is a crooked, angular line, running backward and forward, crossing and recrossing itself; sometimes we have been at the mercy of the currents, surface or submarine; sometimes we have been beaten back by headwinds. What shall be done? No complaining, no stupid whining, will stop either wind or tide. It would be wise, oftener to take our bearings, and ascertain our velocity, then raise a little more steam to stem the currents, hoist sail and exercise our skill in tacking, that we may turn to good account the veering winds.

The proof from history is conclusive, that greatness and vigor of intellect; true grandeur and

nobility of character, are rather the product of stubborn obstacles than of easy, and smoothly favoring circumstances. Surely, then, fellow-teachers, there is a chance for us; to improve it, we must act upon the motto,

"Life is real! Life is earnest!  
And the grave is not its goal;

\* \* \* \* \*

Not enjoyment, and not sorrow,  
Is our destined end or way,  
But to act that each to-morrow  
Find us farther than to-day."

The teacher must be determined to do something. His determination must be a reality, with vitality and power enough in it to wake him betimes from slumber, and shake his lethargy and disinclination to hard work clean out of him.

The teacher must have a distinct apprehension of *what* he is to do. Intellectual energy, undirected by reason and judgment that would wisely adapt means to the achievement of some worthy end, is of no more value than the physical power of a raving madman.

Am I a professional teacher? It is my business to wake up mind; to call into the view of their possessor, and into action, all the modest and the lazy forces, exercise them, discipline them, teach them to go through all the evolutions of practical life.

There is laid upon me the weighty responsibility of building up, in each of my pupils, a solid and complete character. To this duty I am held by the force of a law, which, by every one who is fit for the profession, will be esteemed as irrevocable as the law of gravitation. In many cases, this result



will be impossible, until old foundations have been torn up, and the whole structure of character entirely remodeled. Strong preferences for the old order of things will be continually and persistently shown. Start the pupil right, and very likely the next time he comes under your observation, he is building anew that which you have been laboriously pulling down.—What ought to be done is very reluctantly undertaken, and what there is special occasion to avoid, the pupil is strongly inclined to work upon with untiring assiduity. Sometimes, when you fondly hope that your patient toil has been rewarded with success, and those correct habits, which have grown so slowly, have, at length, become sufficiently confirmed to stand the test, the prevalence of a new temptation will reveal the weakness of the virtue. Such failures, however, bring you no reprieve. New energies must be summoned, while ingenuity devises some more skillful application of the same. Work on you must, till the relation between you and him shall cease.

But human beings are not isolated structures, complete in themselves. Like the muscles of the human system, they have their attachments and adaptations, as parts of a grand whole. These attachments and adaptations are found in the great body of society. To learn the duties that arise from these relations is an important part of education. Who will perform the labors in this department of instruction if the teacher does not? Verily little has been said about this in later years, and we are apprehensive that not much more has been thought than said.

But this is no new doctrine. In the Revised Statutes of our State, may be found the following lan-

guage: "It shall be the duty of all persons entrusted with or engaged in the instruction of the young, diligently to impress upon their minds the principles of piety and justice; a sacred regard to truth, love of country, humanity and benevolence; sobriety, industry and frugality; chastity, moderation and temperance; and all the other virtues which are the ornament and support of human society; and to endeavor to lead them into a particular understanding of the tendency of all such virtues to promote and perfect a republican form of government, to secure the blessings of liberty and to promote their future happiness, and the tendency of the opposite vices to degradation, ruin and slavery."

There is little danger that we shall take broader ground than our early legislators have taken before us.

We have been speaking of the teacher's obligations to his pupils, of the demands upon him in the school-room. It is evident that these are numerous, all of them important, and such as require a high order of talent, and large acquirements. But these do not make up the whole of a teacher's duty. It is not for him to be a cipher out of the school. He should become a positive element, a force in society. You will rarely find a community having a superfluity of educational talent. Wherever your lot may fall, if you are much given to observation in this direction, you will be likely to discover that the condition of the people to whom you are linked by the ties of a common citizenship, at least, is susceptible of improvement, in many particulars.

One educated person may do much for the public intelligence



by setting in operation a plan for a village library, or starting a literary association for reading and discussion. Sometimes you can provoke sociality and thus contribute to the general improvement and happiness.

You may render a great service by judiciously bringing into exercise the forces of your intellect and character, to give an impulse to the cause of education. Almost everywhere, the masses are very inactive, if not indifferent, upon these vital interests. You may effect something by way of stimulating to a healthful activity. You can certainly try. We are clear in our convictions that professional educators must step forward, from the middle and rear to the front ranks of influence in educational movements before we shall be permitted to witness any very rapid strides in advance.

All these services come within the sphere of our vocation and surely entitle it to an honorable position among the acknowledged professions. Such a view of the teacher's calling is enough to show that no mediocre style of intellect or character is sufficient for these things. The highest and completest manhood is demanded; such manhood as rewards only the wisest and most assiduous self-culture; it grows up only with the conscious and conscientious discharge of life's noblest and therefore most ennobling duties. In this self-culture, the teacher must embrace all the departments of true manhood. Spare no precaution to secure a sound and healthful body. Regard it as a binding duty, both to avoid unnecessary exposure and take needful recreation and exercises. To possess a sound, vigorous, and fruitful mind, there must be continuous and sys-

tematic reading and study. Do not forget your social nature; mingle with society and strive to be courteous and agreeable, in a sensible way. To be duly qualified to give instruction respecting the obligations that spring from civil relations, you must be familiar with the form of government under which you live, love your country and respect her laws. It is too evident to need repetition, that the moral and religious character must be kept above suspicion and reproach, for your character is your magazine of influence. Should teachers, under a sense of their pressing responsibilities, feeling the burden of their difficulties, sensible of the dangers to which they are continually exposed, wake themselves up and duly nerve themselves for the accomplishment of all that is possible for them, the profession would be soon redeemed from all reproach that now, justly or unjustly, rests upon it; we should soon have a nobler class of educators than has yet appeared, and the influence of teachers, as a body of men and women, would be something to be counted upon, when any educational reform, requiring unity and energy of action, should be proposed.—*N. H. Journal of Education.*

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**FEMALE TEACHERS.**—We have frequently heard parents object to the employment of a lady in a district school, because, as they said, she could not govern the larger boys. An acknowledgement that a youth cannot be governed by a lady should come from a parent with a *blush*, we think. Such boys are not governed at home, and will be insubordinate whatever be the sex or size of their teacher.



## Pages for the Young.

### A CANADIAN SCHOOL INCIDENT.

My third attempt at teaching was in the Parish of St. A., C. E. I had been engaged in the ordinary duties of a common school for three or four weeks, when, on a very cold, bright day in January, a group of children arrived rather earlier than the usual hour. They were all new pupils except one.— This was pleasing to me. As the children approached I heard sobbing, and upon opening the door the lad who had previously attended the school entered, leading by the hand a little girl, about seven years of age. Her eyes were large and blue; her hair, which was too fair to be golden, hung around her neck in little ringlets; her cheeks were red, though partly concealed by frozen tears. Her complexion was very fair and her features of an exquisite mould. Her cousin Charley was about twelve years of age, tall and well formed; his eyes were black and his hair was of the same color; his features were regular, and indicative of intellect as well as benevolence. As Charley entered he said, "This is cousin Polly; she's coming to school, please sir, and I told her you wouldn't whip her if she is a good girl; she's crying with the cold." With a little chafing of the cold hands and the aid of a good fire, Polly soon became comfortable.— After this introduction, Polly, Charley and myself were very good friends; time glided pleasantly away, for we had a most agreeable assemblage of youth, and, with one

exception, a pleasant school room. The exception was, that two of our windows overlooked the highway, and thus presented a tempting attraction to violate the rules of discipline by looking at passers by in the time of study. The winter was nearly over, and I had become strongly attached to Charley and cousin Polly, for they were docile and obedient, seemingly full of affection for me as well as each other. I had never had occasion to chastise either of them during the term; indeed I had to be cautious about addressing them in a hasty or excited manner, else they would have burst into tears immediately; and to speak harshly to them would be worse than whippingsome children. One day, near the close of the term, I had been disturbed several times, while attending to classes, by the scholars seated near the windows already mentioned; they would rise from their seats to look at any vehicle which might be passing. After having been interrupted three times while engaged with a class, and as often remonstrating, I lost patience, and said that I should ferule the first one who arose again to look out of the windows. After this announcement all were very quiet for some time, but before I had concluded the exercises of my class I heard a noise, and looking around I saw Polly standing upon a desk and stretching past two girls to look out of the window. Here was a case. All eyes were upon me. I had described a cer-



tain kind] of punishment, and pledged my word to inflict it upon the one who should violate the rule. Polly was the last one I deemed likely to be guilty, and the last person in the school whom I wished to punish in such a manner; but now my only alternative was to break my word, or to punish Polly. I called her to me; she came with tears in her eyes. I asked her why she wept? She said she was sorry she had forgotten the rule; that she had been told by Fanny Conly that her Pa and Ma were coming for her in the sleigh, and she got up to look out without thinking. I replied, "If I should not punish you as I said, I should be guilty of an untruth, which is sinful, and I should lose your respect and esteem, as well as that of your schoolmates." "Oh dear! yes; you must punish me," said Polly, with a gush of tears, "but I feel so bad *because I cannot help it now!*" and she held out her hand. I stood up as though I was about to inflict the expected blows, when Charley approached, and holding out his hand, said "Please, master, whip me and don't whip Polly." From this little incident I learned two things about teaching; first, never to pledge myself to any particular kind of punishment beforehand; and second, that children often shed tears because their error is past recall, or, in the words of Polly, "because they can not help it," when their teachers suppose they are crying for fear of the punishment.—*Canada Journal of Education.*

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Let Hope be our handmaid,  
Let Truth be our guide  
And Faith be our staff.

#### A FAIR SPIRIT AND A FAIR COMPLEXION.

"Lizzie, let me never again see you out without your bonnet. Your complexion will be ruined before Fall at this rate, and you must learn to be more careful."

"But, mother, the bird would have been lost had I waited for my bonnet. In a moment more he would have flown over Mr. Hazleton's yard to the river, and likely as not been drowned as was poor little Lillie the other day."

"I should have been sorry if the bird had been lost, but I should regret much more to see my Lizzie with sunburned shoulders, and face brown as a gipsy. Girls of your age are so thoughtless! They can not realize the *lasting effects of seeming trifling causes*. I know one Fannie Mason whose complexion was fair as your own, but from one summer's imprudence, always forgetting her bonnet when she ran out of doors, her skin became so darkened that she never outgrew that summer's sun-burn."

Had Lizzie's mother been better versed in physiology she might have seen other causes for the change in Fannie Mason's complexion, for there are other habits beside being out-of-doors without a bonnet that will spoil the skin; such as eating unwholesome food, breathing bad air, and other things of the kind.

Lizzie Lamphere was a very pretty miss of fourteen years, with bright hazel eyes, flowing brown hair, and a complexion unusually pure and brilliant. She had also a sweet and loving disposition, but her vanity, aroused by the unsuppressed admiration of her friends, was nourishing a degree of selfishness that sometimes made her forgetful of the comfort of those around her.



As she stood near the door, her pretty singer, Fairy, panting from his flight, perched upon her wrist, and his handsome prison-house swinging from the fingers of her other hand, Lizzie's father entered

"Lizzie, my chi'd, you have just now committed a very rude action and I am deeply grieved to see you so thoughtless."

Lizzie, in her extreme concern for the pet-bird, had hastened across the street, then through a neighboring yard and garden to secure him. In the eagerness of her pursuit, fearing that his fate might repeat that of the luckless Lillie, she had become so absorbed in the one thought of rescuing Fairy, that when he was once secure, she bounded gaily back to report her good fortune. A little girl was passing at the time with a basket of strawberries, but Lizzie in her heedlessness brushing past the child, the berries were all emptied on the walk. This Miss Lamphere was too much absorbed to notice, and for this her father reproved her. She was annoyed at the mingled reproof of both parents. Herself so happy that the bird was safe, she did not wish to think of any thing else, and to receive in place of the sympathy she had anticipated, blame, for what she regarded as trifling misdemeanors, was too much, and she passionately burst into tears.

"Lizzie was so much rejoiced at the rescue of her bird that she brushed against the child without knowing it," interposed the mother.

"I should have been very sorry to lose the bird, but nothing I think could more sorely grieve me than this thoughtless act toward one less favored than yourself, my Lizzie," said Mr. Lamphere, taking his daughter's hand within his own.

Lizzie thought many rebellious thoughts which she would like to have uttered, but she only strove to disengage her hand which her father retained with gentle firmness.

"Come with me to the window Lizzie," said her father; "see the poor child gathering the fruit from the dusty pavement. Could you be thus heroic under misfortune?"

Then Mr. Lamphere told his daughter of the death of this child's father, of the illness of her mother and that he had been told that she took care of her poor mother with the fortitude of a woman.

"These berries," said he, "she was doubtless taking home as a rare treat to her darling parent."

Lizzie, half pettishly, yet half yielding to a better mood, had gone to the window, and there she saw the patient, care-worn face of the little girl, bending over her scattered treasure, her thin fingers brushing the dirt from each berry as she gathered them from off the ground. This touched the tenderness of her nature. Throwing her arms around her father's neck, the tears rendered now brilliant the smile on her face as she whispered:

"Father, I am sorry for my rudeness."

With a step quite as eager, and an expression of countenance far more lovely than while returning in triumph with the bird, she hastened to the side of the child.

"Forgive me, little girl, for upsetting your basket. I was so glad that I had caught my birdie, that I saw or thought of nothing else. Don't stop to pick these berries from the dirty walk. Come with me to my own little strawberry-bed, and I will fill your basket with fresh ones."

The child looked up with a wondering glance, hardly prepared to believe the elegant young miss sin-



cere in addressing one so humble as herself in a manner at once so free and kind.

Little Carrie Norton, for this was the poor little girl's name, had suffered the loss of her berries without a murmur, only a softer shade of sadness passed over her pale brow. One who observed closely, however, could see that it was hard for her to keep the tears down, for the day was exceedingly warm, and she was very weary; and the thought of her sick mother haunted her unceasingly. Any affectionate evidence of kindly feeling from any save her mother, was, alas! so rare a thing, that Lizzie's words were like the sun's heat to a tender plant long shut away from light. The strained energies of the child yielded to intense emotion. Her agitation was so great that Lizzie almost carried her, sobbing into the yard.

Oh! what a thrill of pleasure swept like a strain of music through Lizzie's soul as she supported Carrie's little figure! The beautiful intuition which ever springs up with a strongly generous impulse, made Lizzie's voice eloquent to the little stranger as she led her into the house and gave her "a cup of cold water," and then took her into the garden to gather berries from her own vines.

Lizzie's father watched all that passed with intense interest, and he felt that the pain he had experienced from the thoughtlessness of his daughter was more than atoned for, for he now beheld an earnest *beauty of heart* that he had feared she might not possess.

That afternoon Lizzie and her father were led by the little girl to her home that they might learn of her mother's wants, but they were soon convinced that Carrie would ere long be without a mother; but

a young and gentle hand was entrusted with a new ministration above that humble couch. The cooling draught to the parched lips, the soft hand to the death-cold brow, the warm words of sympathy fresh from the newly-opened fountain of love in that young breast served to brighten the "the valley of the shadow of death."

When sitting beside the sick-bed, Lizzie would recall the flight of little Fairy, and she felt that angels must have guided his frail wings, so beautiful was the mission he had opened in her pathway; for if she had not in her eagerness upset the basket of berries, this rock of disinterested devotion from whence flowed such sweet water in the wilderness of her self-love had not been struck.

Often in after years, as with arms entwined about each other Lizzie and Carrie walked together, this event would recur to them.—Lizzie would think of her two misdeemeanors—her running out without her bonnet, and her upsetting the strawberries. As the words of her mother echoed in her ears, "Girls of your age are so thoughtless—they know not the *lasting effect of trifling causes*," she would exclaim: "Oh, how much darker, how much more really ineffaceable would have been the shade upon my spirits, dear Carrie, had I treated my rudeness to you as a trifling matter, than could have been the sun-burn that defaced the beauty of Fannie Mason. Oh, let me possess a true and gentle heart, rather than the external beauty of a Cleopatra!"—*The Home*.

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Oh! deem it not an idle thing,  
A pleasant word to speak;  
The face you wear, the thoughts you bring,  
A heart may heal or break.



## Resident Editor's Department.

OUR DIFFICULTIES.—One of the greatest difficulties under which we labor is, that the friends of education write so little for the pages of the Journal, that we are compelled to select a large proportion of the articles published; and these selections are often, necessarily, made in haste, for the proportion of our time that can be appropriated to the interests of the Journal is too limited to allow much reflection, either upon the merits or appropriateness of an article.

And that we may have as much original matter as possible, in each number, we usually wait until the last moment, before arranging the contents, hoping that each mail may bring something from some one of our Board of Editors, or from some one else; but in these hopes we are most generally disappointed.

When the time for printing a number arrives then, we must fill it with the best that we have, and not always with such matter as we would prefer.

The only way in which we can be relieved of the necessity of making hurried selections is, that the friends of the Journal shall endeavor to give it such a support, that it will pay us something for the time devoted to it, and thus enable us to give it more time.

About twelve months ago, we commenced our labors preparatory to the publication of the Journal; and up to this time, we have devoted a large proportion of our time to it, often encroaching upon the time that should have been devoted to recreation and rest, without, as yet, having received any pecuniary compensation.

The present list of subscribers, including those *pledged* during the meeting at Statesville, will about pay the actual cost of printing; and if our friends will only go to work immediately, they can send us enough, before the next number is issued, to insure us some compensation for the hard labor of the year, that is now drawing to a close, and thus encourage us to begin the labors of another year, with hopes of greater success.

THE COMMON SCHOOL TEACHERS OF GUILFORD.—It is the custom of the examining committee, of the county to meet such teachers as wish to be examined, on the Saturday of each court week. On the third Saturday of August, we attended the examination of teachers, at the request of the committee, and had the pleasure of meeting with between forty and fifty ladies and gentlemen, who have gone forth to instruct the youth of the county. And we deem it due to them to say, that their examinations showed a large majority of them to be well acquainted with the branches required to be taught in our Common Schools.

Twenty-five of the number present manifested a desire to improve themselves, in their profession, by subscribing for the *Journal*. They have thus set a good example, which should be followed by their fellow teachers, of Guilford, and by all the teachers within the limits of North Carolina.

Will not the examining committees, of the different counties, keep this matter before the teachers, and urge upon them the propriety of availing



themselves of this means of improvement. It would not be amiss to point them to the example set before them, by their brethren of Guilford.

Whenever the Journal attains a general circulation among the teachers of Common Schools, we shall endeavour to adapt its contents more and more to their wants. At present they constitute a very small proportion of our readers, and of course it is our duty to consider what will be for the interest of the majority of our subscribers.

### Book Table.

"A NEW SYSTEM OF ENGLISH GRAMMAR, progressively arranged. Precisely embodying the principles of Analysis and Synthesis. By W. S. BARTON, A. M. "Few rules—much practice."—Second edition—revised. Boston:—Gould & Lincoln—New York. Sheldon, Blakeman & Co., Cincinnati. Geo. S. Blanchard, 1856."

A copy of the above work has been sent us by the Author, Professor Barton, of Montgomery, Ala.

Accompanying the work are numerous testimonials of a complimentary character, and from sources entitled to credit; and among these we observe a very commendatory letter from our friend Thomas B. Baily A. M., formerly of North Carolina, and now Principal of the Collegiate High School of the Independent Order Odd Fellows, Columbus, Miss.

We have not had time ourselves to examine this work with that care necessary to enable us to speak, in exact terms, of its merits; but we have looked into it sufficiently to be satisfied that it deserves the attention of all our teachers, who should at once procure copies for examination.

It is obvious, even on a slight examination, that the Author understands his subject—and while he has not pretended to make an original work, on an original plan—(a pretension which,

in our judgment fixes, on a low scale the merits of Authors of new Grammars,) he has displayed originality and ability in an effort to simplify the fixed principles of the Science of which he treats.

We hope to be able soon to give to the work a more critical examination—and in the meantime think teachers would do well to get copies at once and examine for themselves.

"PRACTICAL EXERCISES IN ENGLISH Composition: Or the Young Composer's guide. By W. S. BARTON, A. M. *Breve est iter per exempla.*"

Published by the Houses above named,—1856.

We think the design and plan of this work excellent.

A book of the kind, properly prepared, is a *desideratum*—and from the examination which we have been enabled to bestow on this one, we think the task has been executed with judgment and ability.

It rather strikes us that the language is sometimes a little too technical and difficult—and that it would have been better to have expressed some of the ideas in words more simple, if not so expressive. For instance, it is said—"The most essential quality in a good style is perspicuity."

Now, as the work is intended for new beginners, and in part for such as have only an opportunity of Common School education, the word *perspicuity* though a happy one to the Scholar, will fail to convey the proper idea to others.

It needs, itself, a good, plain, full definition—and without such definition will not convey the right impression to the common mind.

The thorough understanding of such words implies a proficiency in language that will hardly need aids to the more simple arts of composition.

Still, notwithstanding this defect, the work in question has decided merits, and is well worthy of the careful examination of all classes of our teachers.



# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. I.

OCTOBER, 1858.

No. 10.

## NORMAL SCHOOLS,

*An Essay on the Necessity and Practicability of establishing a System of Normal Schools in the State of North-Carolina. Read before the State Educational Association, by E. PRENTISS TUCKER.*

It has for a long time been the opinion, of the most eminent minds, both in this country, and among the enlightened nations of Europe, that the business of School-teaching, should be followed as a *profession*, and not be considered an incidental occupation, any more than the *other learned* professions; very justly has it been remarked, that this particular vocation, in the successful pursuit of which, the noblest talents, the most untiring perseverance, indomitable energy, and a large amount of self-denial, have been called into requisition, has failed to attain, an appreciation, in the public estimation, at all commensurate with its magnitude and importance. Certain it is that, it has not received the emolument either in money or honor, that has been conferred upon the other professions where a corresponding amount of talents and energy has been exercised. And so apparent is this that few persons can be found, who have been moderately successful, in any respectable occupation, that did not at one time

attempt the profession of *teaching* but abandoned it, being tempted too strongly by the emoluments of various other occupations. There is a reciprocity existing between supply and demand, that pervades every species of economy. If the public wants, demand a superior article of any kind, it will be forthcoming immediately. The indifference of employers in regard to the qualifications of teachers, has been in many instances the cause of retaining in the profession, many whose very *disqualifications* caused them to oppose the suggestion of an "elevation of the Standard of teachers," lest the standard being raised *they* would be found *wanting*.

It has been urged that none should be permitted to enter this profession but those who are qualified to discharge the high trust; and that it would then follow as a matter of course, that the people would more liberally reward those thus educated and qualified. See how readily we stigmatize the uneducated, unqualified individual who sets himself up for a Physi-



cian, with the epithet of "Quack," and the person who attempts the legal profession without that preparation and study, requisite for so responsible a position in the world, cannot reasonably expect to meet with brilliant success. If we go into the *trades*, the man who *has served an apprenticeship* at his trade, is much more likely to obtain employment under the same circumstances, than another who *has not*, although both may be equally skillful; from the fact that one's having served an apprenticeship is *prima facie* evidence of his being qualified for his business.

The society of Jesuits has carried the plan of educational training to such a state of perfection, that they have become celebrated throughout the whole world, as the most successful Teachers ever produced, and this is not to be wondered at, where we take into consideration the thoroughness of their discipline in mental training, and their zealous care and untiring assiduity in intellectual cultivation. The polite accomplishments also form a part of their education, a gentlemanly bearing, pleasing address, and polished manners always being considered necessary requisites to success. A gymnastic training to some extent is pursued in order that they may ensure a sound mind in a *sound body*, and this too is a part of their education absolutely indispensable. They are at this time employed in many of the Protestant Universities of Europe.

The *fact* that Schools and Colleges have been established in almost every part of the country for the purpose of qualifying persons to enter all the learned professions argues that the public demands well

qualified and accomplished persons in these respective professions.

There is little hesitation on the part of Legislators to make appropriations for military and naval Schools, and *some* States have made liberal provisions for Military Institutes, to the total neglect of *Normal Schools*, whereas I consider the latter to be of infinitely more importance in a *free* country, that should by all means be an *enlightened* country. In the infancy of *any* country, the principle of self preservation instinctively creates Military Organizations to protect it from foreign aggressions; but there is a more powerful element to be cultivated, than physical force; *strength* does not consist in *numbers* merely.

Normal Schools, are indicative of an advanced degree of civilization and refinement, they originated among the most highly and systematically educated people in the world. The word *Normal*, is derived from the Latin word *norma*, signifying a *square*, a *rule*. In Educational matters, it relates to the *elements* or *rudiments*, to the teaching of the rudiments or first principles. A *Normal School*, according to Webster, "is an institution for training up persons to teach *common Schools*."

The word *training* in this connection signifies, "the act or process of drawing out or educating;" and *educating*, here means, as I understand it, "*enlightening the understanding, and forming the manners*." Now my definition of a Normal School would be *this*.—An Institution for training up persons to teach Common Schools, by enlightening the understanding and forming the manners.

Some have urged that the establishment of Normal Schools and Seminaries, for the purpose of bet-



ter prepraing and educating persons to teach Common Schools, and a more systematic supervision on the part of those appointed to employ Common School Teachers in order to prevent the intrusive of inefficient and unqualified persons, was all that was required to elevate the Standard of Schools and Teachers. Others argue, that this arrangement is entirely premature and uncalled for, in the present state of the public mind. The latter say, that a more liberal appropriation on the part of the public, would necessarily secure for this profession, persons of the highest talents and most fitting qualifications; the reply is, that the Public is never known to raise its price on any article whatever, so long as its wants can be supplied at the present rates; human sagacity, is never guilty of such ridiculous anomalies as paying in advance, double the price for the same thing; for until a *higher standard* of teachers is raised up for the benefit of the public, an increase in emoluments would be an advance on the present stock.

Now in this case, as in all others of a similar nature, there is an action and reaction, and the truth is to be found somewhere between the extremes. The evil is unquestionably a natural one,—an illiberal public has been necessitated to employ incompetent Teachers, and these same incompetent Teachers have had a tendency both directly and indirectly to foster this spirit of parsimony and illiberality in the public,—consequently the *remedy* must be mutual, the emoluments of the Teacher must be increased, but there must be at the same time something to *justify* this increase. It is not to be expected that people will pay *more* for an article of any kind, until they find an article

worth *more*; on the other hand we cannot reasonably expect Teachers to make any considerable outlay, or to incur any great expense to qualify themselves until more flattering inducements are held out. The remedy is evidently mutual, both parties must cheerfully enter the field with a determination to proceed together, as in the *descending* scale the tendency was *downwards*, so in this case better qualifications will command and insure advanced compensation, and the liberality of the employers will assuredly stimulate Teachers to spare no pains to possess themselves of every qualification and accomplishment necessary for their vocation.

Now according to *my own* definition of the term Normal School, viz:—An Institution for training up persons to teach Common Schools by *enlightening* the understanding and *forming* the manners,—I advocate the necessity of a System of Normal Schools in *contradistinction* to Classical and Scientific Schools, but by no means in *opposition* to them. *Their* objects and purposes are quite different; but each has its legitimate sphere, and proper aim. I would by no means be considered to advocate one Class of Schools at the expense of another.

The object of a Classical Education is to become acquainted with Grecian and Roman literature in the very language in which it was written and spoken twenty centuries ago, the languages that have handed down to us the choicest specimens of prose and poetry the world has ever seen, the faithful imitation of which in *any* language has never failed to secure the admiration of the learned in *every* age. The great *tragedienne* of the age appeared as Antigone or Iphigenia; and, in the language of



an eminent jurist, "Rome, although she has long since ceased to rule the world with her arms, still governs with her laws," and few comparatively speaking fully realize how much we are indebted to the Latin tongue in every department of letters. Yet a person can be an elegant scholar in the Classics, without being able to work out a question in *simple interest*, or solve a question in *simple proportion*; in fact, instances of this nature have come under my own observation. So it follows, by no means as a matter of course, that a person of *brilliant Classical attainments* ever would make a *good Teacher* in a *Common School*.

A Scientific School has for its object the promotion of knowledge in those departments of learning that depend upon the exercise of the abstract or speculative principles, such as Astronomy, Analytical and Celestial Mechanics, Speculative Chemistry, and the higher branches of Engineering. Now, all these departments are eminently useful to mankind, yet but very few attain to eminence in any of these branches, in fact but few are needed, and the identical gentleman who distanced all competitors in calculating the orbit of a comet, was a sorry *Teacher* in Geometry and Algebra.

The object of Normal Schools is eminently of a practical nature, its object being, as I understand it, to *enlighten* the understanding, and *form the manners* of persons who are to become *Common School Teachers*.

The Teacher should be thoroughly versed in all the substantial branches of an English education. It is not necessary that the Common School Teacher should be acquainted with *all* the mysteries of Algebra, Geometry, Philosophy in all its de-

partments, with rhetoric logic &c; but it is *absolutely necessary* that he should be *very thoroughly* versed in all the common homespun branches of Education, such as common arithmetic, reading, writing, spelling, grammar and geography. If you desire your children to *waste*, to *throw away* several years of time, I know of no better way to succeed in this foolish enterprise, than by giving them a *superficial* education; by all means let them learn *thoroughly* that which they *do* learn.

In every State where the Common School System has been adopted, the Normal School System in *some* shape has risen up as a matter of course to supply its wants. It is an established fact, as far as *general* rules can ever be said to be infallible, that success in any vocation depends upon one's *qualifications* for that particular calling.—Now the public has no right to expect a Class of Teachers whose acquirements will guarantee *unquestionable success*, unless *some* provision be made whereby Teachers can become qualified to discharge *faithfully every duty* that devolves upon them. No honorable calling pursued presents less flattering inducements. The Teacher is generally supposed to have no right to aspire to wealth, fame, or honors. All civil and political honors are monopolized by the military and legal professions, the clergy live in a world of their own and possess an exclusive reputation. The Teacher may have pursued his his calling for years with eminent success, and yet be never heard of beyond the narrow limits of his own School; his name is never seen *even* in a *newspaper*, and he has made no mark whereby his name may be handed down to posterity. The successful lawyer very soon



attains to fame, wealth, and honor; the physician although occupying a less conspicuous position than the lawyer, if successful, is not far behind him in attaining to wealth and honors; and we have only to refer to the innumerable heroes of the Mexican war to ascertain how easy it is to arrive at distinction in the military profession.

Now, since the profession in itself is so uninviting, ought there not to be some attractions presented in order to induce young men of talents to enter into it?

I must honestly confess that it is an occupation for which our American youth are not peculiarly fitted. Let a call be made to raise 20,000 men to make war upon a neighboring nation, it will be very readily responded to; let it be suggested that volunteers *may* be wanted to march hundreds of miles across an unknown country to humble the insolence of a reckless, unprincipled, enthusiast, whose Asiatic proclivities cause him and his followers to ignore our institution of *monogamy*, which march presents attractions but little more pleasing than a *Valley Forge* winter, or a retreat from Moscow, and hundreds are ready to march at a day's notice; does the Government desire to send out a party on an expedition to the Dead Sea to search, perhaps for the saline remains of faithless and disobedient Mrs. Lot. Hundreds are ready at a moment's call. Are men wanted to go in search of Dr. Kane, who went in search of Sir John Franklin, who went in search of the North-West Passage, which when found is of no practical utility, and never will be. The Government is puzzled whom to select from such a numerous body of applicants. Is it intimated that the source of the

White Nile may be discovered by an expedition, starting from the Cape of Good Hope and proceeding Northward through a country that white man has never yet set foot on. Hundreds anticipate it, although "*Lasciate ogni speranza,*" *abandon every hope*, is written at the very entrance of this vast sepulcher of the Caucasian race.

But it is with *difficulty* that young men of talents and ability can be found who are willing to announce themselves as candidates for the profession of Teaching, so dull, plodding, laborious, methodical and unattractive does it appear.

The establishment of the Common School System in this State renders it absolutely necessary that Teachers should be supplied from some source, and if the State denies the means of supplying them from its native population, if it refuses to encourage *its own talent*, it must expect its wants to be supplied from foreign sources. The fact that a *properly educated, well bred class of talented gentlemen* is required to meet the wants of our Common Schools is evident: it remains for the *people* to decide from *what source* their wants shall be supplied.

As regards the *ability* of our State, statistics afford ample assurance. There is no State in the Union whose resources are more *varied and ample*, and more *undeveloped* according to its age, than North Carolina. Agriculture, Mining and Commerce have already given this State an enviable position in the South, and Manufacturing, that prime auxiliary to Commerce in the producing of wealth, is already acting no inconsiderable part. The necessity of Normal Schools is evident to every



one interested in the welfare and prosperity of our State, the ability of the State to assist in this matter is evident, why then is it not entirely practicable? Does any one imagine that an appropriation by the State for the purpose of establishing Normal Schools would be an act of *giving away* so much money without any prospect of a remuneration? A greater mistake could not be made. Show me any country in the world where institutions of learning have failed to enhance the price of real estate, have failed to attract the population of neighboring Countries, have failed to create an influx of immigrants to an elevated class, and add to its material wealth in every shape; you cannot do it. A certain Grecian Philosopher being asked why he wished to have his son educated, replied; "in order that when he goes to the public games he may not sit *a stone upon a stone*," alluding to the seats being made of stone. Perhaps this may account for applying to a stupid fellow the epithet of *wooden-head*.

In this as in all other matters, somebody is called upon to take the lead in *action*. The press and the pulpit, ever ready in this country to enlighten the people and minister to their moral, intellectual, and religious wants, have already done much to call the attention of the public to this matter of popular education, and most assuredly they *shall not* be without their reward.

But there is another class of persons whose duty it is to take the lead in the *active, working* department of this Educational organization, and *that* Class consists of the *Teachers* themselves. Their very profession is a tacit assertion of their superiority in learn-

ing, and the public may reasonably demand of them to "do with all their might whatsoever their hands find to do."

Now as Teachers are *supposed* to be more intelligent than the mass of the community, they must justly be considered in *duty bound* to take the lead in this work of Normal Schools. They should as a matter of duty enlist heart and hand in this work,—a work of considerable sacrifice and self-denial under existing circumstances, and do all in their power to make their calling honorable and attractive. Every department, the press, the pulpit and the Legislative assemblies, proclaims that something *ought* to be done, then *let something be done*.

In the establishing and managing of Normal Schools many mistakes have occurred, and it is for us to learn wisdom in this matter from the experience of others.

No *plan* should be copied, no system should be adopted from any other country or State in detail, a system should be *adapted* to the requirements of the people of every State or Country.

And here let me call your attention to a great mistake that has pervaded every department of education in our Country. It has been falsely supposed by some that the *training* of the *intellect*, and the developing of the *mental faculties* should be the sole aim and object of all our Schools, Colleges, and Universities. This is a great error, and in many instances it has been a *fatal* mistake.

Young men of brilliant promise, of high and cultivated intellects have left our Colleges full of hope and ambition to make themselves useful and distinguished; unfortunately they had acquired while



in College habits not easily shaken off, and promiscuous contact with the world is by no means favorable to facilitate the keeping of good resolutions; a few years of promise, and it may be of partial success is all that is allotted to them, and Death calls their kind and generous friends to throw the mantle of charity over their faults, and to regret that such, alas! is *too often* the fate of genius.

We have *abundant* evidence that *intellect alone* is not an *infallible* governing principle in man, the immortal nature requires a regulator, a director. The plan of educating the *head* at the expense of the *heart* is most decidedly a *fallacious one*. The neglect to cultivate those genial feelings and generous emotions, so natural to youth, to refine the manners and polish the address in early life has *never* been looked upon as a deficiency in education, and yet what is more essentially necessary to *any* educated person?

Hear the opinion of Sir Walter Scott, on this point; and he was neither, divine or moralist:—

"I have read books enough, and observed and conversed with enough of eminent and splendidly cultivated minds, too, in my time; but I assure you, I have heard higher sentiment from the lips of poor uneducated men, and women, when exerting a spirit of severe yet gentle heroism under difficulties and afflictions, or speaking their simple thoughts as to circumstances in the lot of friends and neighbors, than I ever met with *out* of the pages of the Bible. We shall never learn to feel and respect our real calling and destiny, unless we have taught ourselves to consider everything

as moonshine compared with the education of the heart."

We cannot consider man merely as an *intellectual* being, without doing injustice to his nature. Viewing him in this light we indeed elevate him above the *brute*, but sink him below the *angel* in denying to him the blessed aspirations of our immortality. To cultivate the intellect *alone*, is to utterly disregard the nobler and better moral nature of man. This truth has been felt and appreciated, and all reflecting minds not tainted with infidelity have admitted that the education of our youth, should be conducted on religious principles, even from their earliest childhood.

You cannot find a parent who fully realizes parental responsibility that does not feel the importance of his children's being reared in the love and fear of God; he would have his intellectual development accompanied with a careful and judicious moral and religious culture. At a tender age, the child is removed from home to the school-room. and shall not the hallowed associations of *home* accompany him thither? Ought not these influences rather to be increased? And does it not come within the Teacher's province to stand "*in loco parentis*," in the parent's stead, not merely as an intellectual trainer, but as a moral and religious instructor? Certainly no parent can desire to have his child instructed in a non-religious school. The love of God, and his solemn fear; a strict regard to his law, and a deep sense of responsibility to the Great Creator, should ever pervade the School-room.

The elements of the *Christian* Religion should stimulate the efforts, and excite to activity and



life the motives of the Teacher, and be as influential in the fulfillment of *his* trust, as the same are to the Christian minister. The great cardinal principles of Religion are essential to education wherever it is conducted.

An *exceedingly intellectual* education is an experiment fraught with fearful hazards, and irreparable evils; it leaves the noblest powers and holiest affections to barrenness and waste. France tried the experiment fully and thoroughly, if not to the satisfaction of *herself*, to the satisfaction of the *world*. The intellect was cultivated with great care and assiduity, but it was left for *nature* to attend to the development of the heart and moral feelings, and *nature* *did* attend to it *faithfully*, for she developed to perfection every passion to which man always abandons himself where he denies revelation and immortality. Her fairest plains were deluged with human gore, the streets of her capital ran with blood, the sweet charities of life were trodden under foot, every affection of the heart was uprooted, the Sabbath was abolished, the Church closed, and, reeling under the vertigo of revolutionary madness her people rallied around the black banner of Atheism and shouted, "There is no God," and wrote with ruthless hands upon the sepulchers of their fathers, "Death is an Eternal sleep."

A singular idea is entertained by some, that education, has a tendency to unfit persons for labor, and render them dissatisfied with their condition in life.

But what would be said, were any powers of the *body* to be disused? Suppose a man were to place a bandage over his right eye; tie up one of his hands; or attach

huge weights to his legs; and, when asked wherefore he did so, were to reply, that the glance of that eye *might* make him covetous; that his hand *might* strike his neighbor; or that his feet *might* carry him into evil company;—might it not be fairly replied, that his members were given to *use*, and not to *abuse*; and that the *suspension* of their action was just as contrary to the wise and benevolent purpose of the Creator, as their wrong and guilty application? And does not the same reasoning apply to the mind? Is not the unemployed *mental* faculty as opposed to the advantage of the individual, as the unused physical power?

Can the difference between *mind* and *matter* subvert the established principles of reasoning, and of morality? Certainly not. If the *mental* faculties be not developed, man becomes a mere *animal*, and rises but little in *character* above the beasts that perish.

The object of Normal Schools is to prepare Teachers for the education of the *masses*, for the education of the *people*. And in this connexion allow me to say that no subject so supremely affects every *community*, every *county*, every *State*, our *whole country*, as the education of the people. By education, I mean the training of the *whole man*,—the development and proper exercise of all his powers—the cultivation of his physical, intellectual, moral, and religious nature, this is emphatically a *Christian Education*.

Statistics assure us that the average life of the School Teacher, is about 34 years; and it is certain that no employment is more wearing to the constitution than the business of Teaching. Now



it is by no means necessary that a calling so useful should be attended with such a fearful mortality. A careful survey of facts by philanthropists has led to the conclusion that the loss of health is not a necessary attendant upon the Teacher of the young, but rather a consequence of neglect and inattention to hygienic laws. On *this* account I would suggest to you the propriety of taking into consideration the cultivation and development of the *physical* nature, in preparing young men for the profession of Teaching, and perhaps it would not be out of place to suggest that certain manly accomplishments, are *sometimes* necessary in order that the Teacher may be successful in maintaining proper order and discipline.

Of all nations in the world, this, with its intense and constant stimulus to the nervous system, needs the balance of healthy exercise for the muscular. Among the thousand and one diseases, disorders and complaints, with which persons of sedentary habits are infested, pulmonary diseases are most prominent, and this is quite a natural consequence of a compressed and stooping posture that sedentary persons fall into, for certainly the lungs cannot perform their duty of purifying the blood without having full action. Bodily defects arising from a neglect to improve the condition of the physical being, such as curvature of the spine, round shoulders, and an ungraceful carriage, are like the goods for sale at a Country Grocery, "too numerous to be particularized and too tedious to mention."

I know of no character that has been a more fruitful source of ridicule and caricature from the time that Irving so graphically

portrayed his "Ichabod Crane, his School, and his Horse," to the present than the "Country School master," yet there is no person to whom the people are more deeply indebted than this same much ridiculed and much abused Country School master. In modern times we call him Teacher, a much more suitable name, and one indicating an advance in civilization; it is a very pleasant reflection that the pupil is to be *governed* by the advice and admonition received at home, so that the *Teacher* can devote his whole time and attention in the School Room, to *imparting instruction*. It is sincerely to be hoped that the time is passed for the Teacher to be an object of fear and dread to the pupil, but let him be what he should be, an object of love and respect. The impressions made upon the youthful mind are ineradicable, and in mature years no person is remembered with feelings of deeper gratitude and kindness than the good Teacher who governed by love, kindness and moral force, and on the contrary no one is remembered with feelings of greater detestation and hatred than he whose sole governing power lay in the rod and ferule.

I am firmly of the opinion that pupils in their intercourse with their Teachers should be treated in a courteous and gentlemanly manner. The best lesson of good behaviour is the good example of the Teacher. In our intercourse with each other every element of character acts as an educator, and *manners* not unfrequently exert a very powerful influence on *morals*.

Natural predispositions will ultimately become developed, and *ill* breeding or *good* breeding will certainly exhibit itself in *evil* or *good* habits. It is not to be supposed that Teachers are to be crea-



ted who will entirely make up for faults and failings of home education, but refined manners, pleasing speech, benignity of character and courtesy of demeanor together with the stronger influence of complete manliness of character will exert a very powerful influence in neutralizing the evil results of home training, whenever such results may show themselves in the School Room.

Think not that Normal Schools have done their duty, when they have imparted a certain amount of *book knowledge* to the candidate for Teaching, *that* is only a *good foundation* on which to build, and even in *that* they have in many instances signally failed. Although I have remarked that neither a thorough classical, nor a highly scientific education was absolutely necessary for the Common School Teacher, yet let it not be supposed that I advocate a *substitute* for a *thorough education*.

The impression entertained by many, that Normal Schools are a kind of School Teacher Manufactory, where verdant youths aspiring to pedagogic honors, could, in the space of two or three years by some mysterious metamorphosis, by some inexplicable *hocus pocus*, be made into profound scholars and accomplished Teachers, is most emphatically an erroneous one; there is *no* "royal road" to the "art didactic." It is a fact that a very large majority of successful Teachers in the Northern States have not been educated at Normal Schools. He that goes into a School armed with a bundle of untried theories from a Normal School disregarding their adaptation to himself or his situation will most assuredly fail.

Saul's armor was very good for him, but David preferred his own

sling and the smooth stones, and with these he slew the Philistine.

But is popular education to terminate at the Common School? Our Academies and Colleges are not *free*, *merit alone* is not the sole standard for admission into any of them, and it is too frequently the case, that those who possess *merit*, are dependent upon this alone for their advancement and elevation in the world. Do you wish for examples? Look at the men that now occupy the most prominent places of honor and trust in the country, in the State, look upon my right hand and my left. Not wealth, nor rank, nor prestige can claim precedence here, but it is the man of merit, "*homo per se magnus*," that bears away the honors. Ought not then the State to assist her children, who possess merit but not means, to qualify themselves to advance beyond the Common School? And how can it better accomplish this object than by aiding in the establishing of High Schools in those towns or cities, where the liberality of the citizens themselves may present the greatest inducements? In all parts of the country where High Schools have been established, where merit alone has been the standard of admission, and where a thorough course of studies and discipline has been maintained, they have been eminently successful, and private schools with very few exceptions have ceased to exist. A system of graded Schools is the most successful plan of public Education that has ever been pursued in any of our states. Primary, Grammar, and High Schools, judiciously managed, constitute the best system of Public Education that can be adopted. The means of obtaining a good educa-



tion will then be within the reach of the humblest and most obscure. Have our States the right to legislate for the prevention of crime? They most assuredly have; what surer and better method can be adopted, than providing for the people the means of obtaining a Christian Education?

This matter of *High Schools* and *Graded Schools*, I would humbly recommend to your consideration. But think you that I advocate a plan for the education of the *poor as such*? I utterly repudiate such a narrow notion, as not only unworthy of a *free-man*, but unworthy of a *man*. Has the Good Creator for them provided a coarser earth, a softer air, a paler sky? Does the glorious sun refuse his genial rays to the poor man's cottage, when he pours them upon the palace of the rich man? Or is it on the *mind* that God has stamped the imprint of a baser birth, so that the poor man's son knows with an inborn certainty, that it is his lot to *crawl*, not to *climb*? God has not done it, *man* cannot do it. The mind speaks in Homeric language,

"Give me but light, and Ajax asks no more."

No country in the world has taken up more earnestly, and pursued more successfully the plan of Public Education than *Prussia*, and the high standard of her Education is attributable to her system of Normal Schools. It was discovered that Teaching was an art of great difficulty, only to be perfected by long practice and special preparation, hence the origin, importance and utility of Normal Schools. Upon the termination of his long wars, Frederick the Second anxious to improve his

territories, and seeing that education had been sadly neglected, turned his attention particularly to this subject; but from that time till the beginning of the present century, the improvements in education were confined to the *higher* classes, when Pestalozzi began his work of reform by undertaking the difficult task of elevating the occupation of teaching to an art based upon a knowledge of human nature.

But in a *Monarchy* where every branch of Education is carefully studied to answer the ends of its own peculiar institutions, we are not to look for a system of Schools that can be adapted to the wants of a Republic; and even at this time free thought, free speech, and free inquiry, and all in education that *stirs* and *ennobles* a people, are farther from Prussia than they were fifty years ago.

It is not my intention to propose any system of instruction to be pursued in Normal Schools, but we have abundance of proof that the Systems of other Countries and other States are faulty in many points, and it is for us to remedy those faults.

"The best plans of instruction cannot be executed but by good teachers, and the State has done nothing for Popular Education, if it does not watch that those who devote themselves to teaching, be well prepared; then suitably placed, encouraged and guided in the duty of continued self-improvement, and lastly, rewarded and promoted in proportion to their advancement, and punished according to their faults."

It is no fiction, no "glittering generality" that the humblest citizen can aspire to and obtain the highest positions of honor and



trust in the country, the greatest Statesmen and warriors of the present century illustrate the fact; it therefore becomes every citizen in the State by all that is sacred in the rights of man, in life, liberty and happiness to lend a helping hand in forwarding this great work of popular education by assisting in furnishing the *means* whereby it is to be obtained, the object of which is to bring up an *entire race* in all that is noble and excellent in knowledge, religion and virtue.

We need wisdom, and prudence, and foresight in our councils as a nation; fixedness of purpose, integrity, and uprightness in our rulers; unwavering attachment to the rights of man among all our people; but these high attributes of a noble patriotism, these essential elements of civilization and improvement will disappear when Public Schools shall cease to exert an all pervading influence through the length and breadth of our land.

You may dig canals, build railroads, from one end of the continent to the other, you may annihilate time and space by the telegraph, construct gigantic steamships that will fly between the two continents like the weaver's shuttle, you may make your lands into a Paradise, you may erect palatial mansions, and furnish yourselves with costly and magnificent equipage, and all the luxuries and refinements that the world can afford, and provide for your children the wealth of California, "you have done nothing as yet to promote their permanent and essential interests, unless you have given them a good moral education, founded upon the principles of the Bible."

Now let those who desire to per-


form these Herculean tasks, first consent to undergo Herculean training.

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WRITE WRITTEN RIGHT.—The following manifold *twistification*, which a correspondent furnishes, must convince every sceptic, that Sam Patch was RIGHT when he said "some things can be done as well as others:"


Write, we know is written right,  
When we see it written write,  
But when we see it written wright,  
We know 'tis then not written right,  
For write, to have it written right,  
Must not be written right or wright;  
Nor yet should it be written rite;  
But write, for so 'tis written right.

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 We commend the following quaint stanza to all who are in the habit of "fault finding:"


"What are another's faults to me?  
I've not a vulture's bill  
To pick at every flaw I see  
And make it wider still.  
It is enough for me to know,  
I've follies of my own,  
And on my heart the care bestow,  
And let my friends alone."

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 Among the epitaphs to be found in the burying-ground in Ringe, N. H., is the following:

This bed is cold; but, oh! I love it,  
For colder were my friends above it.

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 Every kind of employment requires a particular kind of genius.



## ELEMENTS OF INSTRUCTION.

(CONTINUED.)

We now come to the Instruments of Education, which I understand to be those means by which Education is imparted to the mind; which Instruments may be divided into three—Experience—Instructors and Books. These three often combine in their object and often act severally and distinctly.

Experience is an untiring and ever present teacher; He is the oldest and, by common consent, the best. It is to him we are indebted for all we know. His plan of operation is to teach by the very act of doing and seeing the things to be learned. As I said above he is the oldest and the best. The oldest, for he began his instructions in the garden of Eden: Adam had no other teacher. Experience taught him all he knew, but after the birth of his off-spring, Adam with his little store of facts and rules assumed the relation of the second class, that of instructor to his children. Thus we easily see how knowledge has accumulated upon knowledge, from the earliest era down to us. Experience is the best teacher, for according to our own definition of the true object of Education—he never teaches us any thing but what is necessary to be used in the sphere and occupation in which we move. To illustrate this, take the familiar case of the farmer who applies in each succeeding year the facts he has learned, by experience, in the preceeding. Taking into consideration the premises stated above (that the

mind always had the same original capability to receive instruction from whatsoever source it came) the preceeding considerations explain to us how the ancient minds sustained themselves in building kingdoms and conquering nations, without the modern arts and sciences. Having no other teacher upon whom to rely, they obeyed strictly the unerring instructions of Experience. Again he is the best teacher for he alone of all the three trains the faculties—which as stated above is a means of education and a means used only by experience.

Thus to explain—we say that experience teaches us by doing the thing to be learned. But learning how to do is as much education as knowing the thing itself. For instance the music teacher may teach you the notes but he cannot teach you to use your fingers with a quick and finished touch, this is the province of experience; that is, experience trains the hand how to perform the tune, which is as much a part of the musical education as learning the notes themselves. Again the engineer, having often used his eye, in connection with his instrument, in ascertaining heights and distances, so trains it that at a glance he judges, with wonderful accuracy, the height of a mountain or depth of a valley, which education of the eye and hand as above, is useful in the peculiar occupation of their owners. The same principle is carried out in training the memory to recollect,



and the judgment to perceive. For heartless would be the effort to store the memory with facts or to teach the judgment the rules of logic, if the memory could neither retain nor use the facts, nor the judgment apply the rules of logic accurately and quickly to the same.

Next in the order of time, as well as importance, comes the second class, under which we may truly say all mankind are or should be ranged, for I verily believe it is the social duty of every man to instruct his fellow man, in those things he knows above another's ignorance, that is, when he discovers a useful fact it is his duty to teach it to his neighbor.

But they who chiefly belong to this class are those who engage in teaching as a profession;—The particular use of whose education is, to convey the same to others for a compensation.

The Instructor is also a very old instrument: By him alone, before the invention of letters, was the information, that had been accumulated by experience, conveyed from generation to generation; And this peculiar manner of instruction, without the aid of any kind of symbols, we express by the word "tradition"—The means used by the instructor, in educating, were oral lectures and we can easily imagine the venerable sage, beneath the green spreading tree, with his listening group around him, wondering indeed how his head could hold all his knowledge. But after the invention of letters, we find him using them as a means to aid him in teaching.

And this brings us to the third class—books; which, tho' they act often alone, frequently act jointly with the instructor. Strange to say, printed books are really of a

modern origin, being invented, but comparatively a few years before the discovery of America.

What is a book? What is its object? are two questions now to be solved. Articulate sounds are the signs of ideas, and language being a compound of these sounds is the vehicle of thought.

Printed or written words are not as we suppose the signs of ideas—but really the signs of sounds, which *sounds* signify the ideas; for instance if I use the sound *horse*, in the reader's hearing, it conveys to his mind the idea I have of a certain animal—which sound we all use for the same idea, else he would not understand me—but if I write or print the letters h-o-r-s-e they signify to his mind merely the sound. A Book then is nothing more than a thing that contains these signs of certain sounds arranged in a certain conventional order, so as to convey the exact sounds they represent, as nearly as possible,—I say as nearly as possible, for it is impossible, by any signs, to represent to the mind the exact sound we intend by them; especially so as to convey the exact idea represented by the sound. And we may attempt to remedy the difficulty by and with signs of accents and inflections, still there will be left a great deal to do.

To fix a sign to represent every articulate sound is beyond human ingenuity, hence the English alphabet which is as complete as any, fails in this particular; for the same letter is used to convey different sounds, in different positions, for instance, the letter *a* has four or more different sounds. Again many words which, from the difficulty hinted at, can only stand for one sound in printing



and writing, can be used to convey various ideas and emotions, depending upon the tone in which they are uttered; For instance, the words ah!—what—can signify feelings of delight, surprise, derision, incredulity &c. For the above considerations, I have often thought that Grammar was only intended to teach us to write well, but that Rhetoric was the science that taught us to speak well and correctly.

A Book then further seems to be a reservoir or store house, in which is heaped up and stored away, the information of the author, so clothed in artificial signs, as to be preserved for the use of all who may learn to interpret those signs:—saving the instructor the trouble of retaining everything in his head. The object of books then should be to act as instruments of education or in other words instruments of useful information. And this should be borne well in mind by every instructor, that the book is only intended to aid *him* in instructing the child, and does not take one particle from his responsibility, for the correctness of the information given to his pupils.

A book then, we say, should be the vehicle of useful information, consequently, whenever a book fails in this, its essential object, it is so much useless trash. I do not pretend to require that this information should be of the highest order of utility but such as

the mind can use for its own entertainment or advantage, without injury; therefore, I would not discard every book of fiction or anecdotes. It is not my intention to examine deeply into the character of any particular class of books, yet there is one class I desire to dissect, and explain the reason of that just tirade against them. I refer to works of fiction. The true province of a novel is to present to the mind, in a small compass, a truthful picture of human life; from which picture, as by experience in seeing the same thing acted around us, we may learn the principles of human actions and deduce rules to guide us in the various relations of life.

But to draw this picture truly, requires the highest order of genius, to be met with only in a Shakespeare and a few others; consequently the mass of novels thrown upon the world give but a distorted view of human nature, the characters are only visionary spectres drawn from the writer's brain, not from nature, and clothed with the writer's prejudices and opinions; thence it follows that the youthful mind, unable to discriminate between the many false and few true lights, and being naturally imitative, is lead astray and injured by the false doctrines of the novel.

This brings me to the seventh head of which in our next. W.

*(To be continued.)*



## SABBATH SCHOOLS RELATED TO COMMON SCHOOLS.

We have visited large nurseries of trees where vast numbers of a great variety, both of ornamental and fruit trees, in various stages of growth, were preparing to be transplanted. They were beautifully and orderly arranged; it was a pleasant sight.

We have frequented large and extensive flower gardens, where plants and flowers were gathered from wide regions of the earth, at a great expense, making an epitome almost of the flora of a continent; their variegated forms and colors; their beauty and order were delightful to behold.

We have often surveyed a large collection of the flowers of the mineral Kingdom; where specimens of rocks, ores, and crystals of all kinds, and from every quarter of the world were brought into a small space; they gratified the sight of the eye; they were objects of great curiosity.

But none of these things are to be compared with a collection of children and youth, in a course of education—immortal minds—spiritual substances—cultivating, refining and expanding: growing in wisdom and knowledge, and fitting to be set in a diadem of glory in another world. All material, earthly things shall fade and decay. In a little while they may not be. But minds and hearts and moral sentiments, improved by proper culture, will increase in beauty and freshness through endless ages; to a reflective mind what can exceed in interest companies of the young, in the morning of life; just ready to be moulded into any shape the teacher may

choose: ready to receive the impress of a superior mind; to have their energies directed to great and noble ends; to become useful in life, and happy in death?

Now there are in the State doubtless, a great many of this age who are growing up with little opportunity for literary, or moral instruction. Just as there are many mines and minerals probably, unknown to the owners of the soil, but which if known would make them immensely rich; so there are multitudes of great natural gifts and talents, who are unconscious of them; but who, if they had an opportunity for development; if they had any one to discern their latent talents, and bring them to light, might at length come forth from their obscurity and shine in almost any sphere of life.

How often is it the case that a ragged, dirty boy, running in the streets in idleness, has come within the notice of some benevolent and discerning person, who has discovered the diamond under the rough exterior, and has taken measures to have it polished and refined and placed in a conspicuous situation, where it would shine.

This, perhaps more often than any other way, is accomplished by means of the Sabbath School. And there is no institution that enables the pious and benevolent, to act upon such minds better than this. Latent native genius is here brought to light. In many parts of the State, both in the low country and in the mountains, are multitudes of children who have



little opportunity to attend a day school, but who may be collected into little knots on the Sabbath, to learn to read; to recite the simple child's catechism; to answer questions upon the Evangelists, or upon the facts of Old Testament history.

Here then, is a useful field underlying the operations of the Common Schools, and becoming a nursery for it. Where the spark of genius will be struck out that will burn and blaze; where a thirst for knowledge will be awakened which will not be satisfied without going to deeper sources. Some hint dropped by a teacher, some thought derived from a book, the example of some one brought to their notice, will give a new direction to many a mind. A young lady of our acquaintance was led to take a deep interest in a certain science from hearing one lecture on the subject. Great effects often follow from slight causes, in the world of mind. Many are led to act differently from what they would have done, by being brought within the reach of opportunities.

Twenty-four young men were led to prepare for College in one neighborhood, by having a good Academical School located there, who but for that would not have thought of it. Thus, those persons, who with a great degree of self-denial, and often depriving themselves of the privileges of the house of God, pursue the path of duty in a quiet, unostentatious way, are laying the foundations of great good in the rising race, and sowing the seed that shall bear fruit hereafter; they shall not loose their reward.

E.

Applause is the spur of noble minds, the end and aim of weak ones.

#### ADVANTAGE OF READING.

"The luxury and general advantage of reading valuable works are unquestionably great. No entertainment is now so cheap as reading, nor is any earthly pleasure so lasting. Nothing can supply the place of books, as cheering and soothing companions in solitude or affliction. The wealth of a hemisphere would not compensate for the benefits they impart. A wise discrimination in the selection of authors who are read is most important, especially to the young and inexperienced, whose characters will be moulded, and whose destinies will be influenced, by their habits of reading. And it may be admitted, as an unquestionable fact, that one single book, carefully perused, will be of more service to the mind, than fifty which are hastily skimmed over, and forgotten even sooner than they were read. St. Paul enjoined Timothy to 'give attendance to reading.'

The wise love of this employment will prove to the young a great preservation from evil, and to the aged and infirm will yield the highest satisfaction. It was Fenelon who said, "If the crowns of all the kingdoms of Europe were laid down at my feet, in exchange for the love of reading, I would spurn them all."—*Origin of Language*, page 193.

They intend to raise tall students in a town out in Wisconsin. An exchange paper says:—"Its Board of Education has resolved to erect a building large enough to accommodate five hundred students three stories high."



## FIFTH ANNUAL MEETING OF THE NATIONAL TEACHER'S ASSOCIATION.

We copy, from an exchange, the following abstract of the proceedings of the National Teachers, Association which will be interesting to many of the reads of the *Journal*:

This Association met in Cincinnati on Wednesday, August 11th, and organized by electing Z. Richards of the District of Columbia, president, and a number of vice-presidents, secretaries, a treasurer and a board of counsellors.

D. B. Hogan of Massachusetts was one of the vice-presidents, and W. B. Sheldon one of the counsellors. There were about three hundred persons present. The Convention was held in Smith & Nixon's hall.

The Rev. Anson Smyth of Columbus, Commissioner of Schools for Ohio, welcomed the Association to that State, and stated several interesting facts relative to the system of public instruction in Ohio. The present school system was inaugurated in 1853 by the "New School Law." Under the workings of that law, the schools had largely increased in number and efficiency. Last year the sum of \$2,251,522 14 of school money was raised; 18,873 teachers were employed; and there were 826,455 scholars between the ages of 5 and 25 enrolled, with an actual attendance of 603,347.

After some preliminary business the Convention adjourned to the afternoon, when an address was delivered by Professor Daniel Read, of the Wisconsin Universi-

ty. The subject was "On the Educational tendencies and progress of the last thirty years." The address fills four close columns in the *Cincinnati Gazette*. A vote of thanks was passed to the professor, and a copy of his address asked for publication. Reports on Educational matters were next heard.

Mr. Adams of Montpelier, Vt., spoke for the Green Mountain State. Mr. Adams is Secretary of the Board of Education of that State, and as such he visited for the last two years every county in the State, and had been everywhere cordially received. He stated that Vermont had formerly been behind in the matter of Education, but under new laws was now taking proper steps for its advancement.

Mr. J. D. Philbrick, Superintendent of the Schools of Boston, Mass., spoke of the schools there, and of the condition of the Common School system in the State. Massachusetts was working under the plan marked out by Horace Mann, and carrying out his suggestions with success.

As he was, till within a year or so, Superintendent of the Public Schools of Connecticut, he spoke for that State. Within two years, a new school system had been adopted there. A prominent feature of it was the taxation of property for the support of a general system of instruction. Teachers' Institutes had been introduced, the Normal School placed upon a permanent foundation, a District



Library system established, and a lecturer on educational topics employed at the State's expense, to speak in the various towns.

In the evening Prof. Young of the North Western Christian University of Indianapolis delivered an address on the Laws of Nature.

On Thursday morning Mr. Philbrick delivered an address on moral education.

The afternoon was spent in discussing "the expediency and justice of sustaining free schools by direct taxation, Parochial Schools, Mixed Schools. In the evening the Association met at 7 o'clock. The Rev. Dr. McJilton, of Maryland, spoke of that State. The difficulty of public instruction there, was, that the people were either rich or poor. There was no middle class. In some of the counties there were public schools. In Baltimore there were a high school for youth, twenty-six grammar schools, and forty-six primary schools. They had high hopes for the future.

Mr. Bragg spoke of Alabama. There were excellent schools there, which were chiefly maintained by religious denominations.

Mr. Devoll, Superintendent of Schools in St. Louis, said that the State of Missouri had had its present system of public instruction four years, and that one-fourth of the revenue of the State was expended for educational purposes. In St. Louis there were 10,000 enrolled pupils in the schools, with an average daily attendance of 5000.

The Hon. Horace Mann was introduced and delivered an address on "The Motives of Teachers."

The address was attentively heard and loudly applauded, and at its close, on motion of Mr. Valentine, the Association, by a ris-

ing vote, returned thanks to Mr. M., and requested a copy for publication.

Mr. Bragg, of Alabama, rose, and as he was almost the only representative from the extreme South, thanked the Association, most of whose members came from the North and the East, that during this whole meeting nothing had been said which could in any way wound the feelings of a Southern man. He hoped this bond of quiet might continue, that nothing disturbing might be introduced, and that the Association might go on and hold the Union together firmer than it had ever been bound before.


These sentiments seemed to please the President, for he asked Mr. B. to reduce them to writing.

Mr. Mann said he thought the gentleman himself had made the "introduction," and that by the very mention of the fact of that, quiet the "bond" had been broken. On *that subject* the least that could be said should be said, and he was convinced that the gentleman had said too much.

The Association then adjourned to meet in Washington, D. C., on the 2d Wednesday in August next.

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 The public opinion is a stream which digs its own bed. We may occasionally moderate or quicken its course, but it is very difficult to alter it. And yet it sometimes alters and even reverses its own course—one can scarcely tell why or wherefore.

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"Fond pride of dress is sure a very  
curse;  
Ere fancy you consult, consult your  
purse."



## MOTIVES FOR STUDYING THE ENGLISH LANGUAGE.

There are a multitude of others, but at present we mention only two:

1. Its excellencies; 2. Its extensive use. And we give the opinions of those well qualified to judge.

1. As to its excellencies; we quote from Camden's *Brittania*, 1605.

"Whereas our tongue is mixed, it is no disgrace. The Italian is pleasant, but without sinews, as a still floating water. The French, delicate, but even nice as a woman, scarce daring to open her lips for fear of marring her countenance. The Spanish, majestic, but fulsome, running too much on the o, and terrible as the devil in a play. The Dutch, man-like but withal very harsh, as one ready to pick a quarrel.—Now we, in borrowing from them, give the strength of consonants to the Italian; the full sound of words to the French; the variety of terminations to the Spanish, and the mollifying of more vowels to the Dutch; and so, like bees, we gather the honey of their good properties, and leave the dregs to themselves.

And thus, when substantiatedness combineth with delightfulness, fullness with firmness, seemliness with portliness, and correctness with staidness, how can the language which consists of all these, sound other than full of sweetness?"

Similar is the testimony of Campbell in his *Philosophy of Rhetoric*, page 317. "There is no particular excellence of sound in

which it (the English language) is not outdone by the Spanish, Italian, French or Dutch. The Italian hath doubtless more sweetness, the Spanish more majesty, the German perhaps more bluster; but none of them is in this respect so various as the English, and can equal it in all the qualities."

Our countryman, Duponceau, remarks, that, "the principal characteristics of our language are strength and rapidity. The voice does not act by pressure on accented syllables as it does in the Italian and Spanish, resting upon them awhile so as to fall gently on those that are unaccented and give them their correct articulation, but strikes with sudden force on the accented vowel, and impelled by the momentum which it gives to itself, rolls on rapidly through the unaccented syllables to where it is obliged to renew its stroke." *Amer. Phil. Trans.*, Vol. 1, p. 228.

Another writer remarks that "it offers to us a combination of excellencies which it were wiser to use than to disregard; a copiousness which few know how to exhaust; a pliancy which will adapt itself to almost every elevation or depression of the subject."

Prof. Grinm, one of the first of continental philologists remarks: that,

"It possesses, through its abundance of free medial tones, which may be learned indeed, but which no rules can teach, the power of expression such as never perhaps is attained by any human tongue.



Its altogether intellectual and singularly happy foundation and development has arisen from a surprising alliance between the two noblest languages of antiquity—the German and the Romanesque—the relation of which to each other is well known to be such that the former supplies the material foundation, the later the abstract notions.

In richness, sound reason, and flexibility, no modern tongue can compare with it—not even the German, which must shake off many a weakness before it can enter the lists with the English.”

We next give the opinion of Guizot—

“It is not a language, rationally, uniformly and systematically; it borrows words on all sides from the most various sources, without troubling itself about maintaining any symmetry or harmony. Its essential want is that logical beauty which is seen in the Greek and Latin languages. It has an appearance of coarseness and incoherence. But it is rich, flexible, fitted for general adaptation, and capable of supplying all the wants of man, in the external course of life.”

A writer in the *Bibliotheca Sacra*, January 1858, p. 118, says: “The English language which for all the ends and wants of human speech, has never been surpassed by any language upon earth, is ribbed with its oaken strength. \* \* \* \* In no language has a pyramid of Literature so high, so broad, so deep, so wondrous, been erected, as in the English. In no other language are there such storied memories of the past. No other nation has wrestled like the English, with *man*, and *truth*, and *time*, and every thing great

and difficult; and no language accordingly is so full of all great experiences and utterances, human and divine.”

Another writer still, says: “It abounds with works of imagination not inferior to the noblest which Greece has bequeathed to us; with models of every species of eloquence; with historical compositions which, considered as vehicles of ethical and political instruction, have never been equaled; with just and lively representations of human nature; with the most profound speculations on metaphysics, morals, government, jurisprudence, trade; with full and correct information respecting every experimental science, which tends to preserve the health, to increase the comfort, or to enlarge the intellect of man.”

2. The present, and prospective spread of the language. It is used more and more extensively every day; as the language of civilization, of science, of commerce; and especially of Protestant Christianity. Long ago Mr. Macaulay remarked it as a most significant fact, that no large society, of which the tongue is not Teutonic, has ever turned Protestant; and that wherever a language derived from Ancient Rome prevailed, the religion of modern Rome to this day prevails.”

The colonies of England, carrying her language and laws, are fast encircling the globe.

India, South Africa, Australia, with a wide range of Islands, resound with Anglo-Saxon.

On this continent, it bids fair to extend from the polar circle to the isthmus.

It is carrying the precious truths of the Gospel to the ends of the earth. It is to christianity what the Greek was in the days of the



Apostles; what the Latin was in the middle ages.

And this is the language, as the great lexicographer, Noah Webster, observes in the preface of his quarto Dictionary, 'page 13, that "within two centuries will be spoken by more people in this country, than any other language on earth, except the Chinese in Asia; and even that may not be an exception." He expects five hundred millions of people to occupy and adorn the vast territory within our jurisdiction.

In a dissertation in the Knickerbocker some years ago he also remarks, "The English language is the depository of vast treasures of science: the study of it is engaging the attention of the *literati* in all parts of Europe; and it is probably destined to be spoken and written by greater numbers of the human race than any other language."

"The descendants of a few wild but stout-hearted Angles, who left the woods of Germany 1400 years ago, are now thundering in the track of the crusades, dictating the terms of their future intercourse with an empire of 400,000,000, casting into the shade the victories of Alexander, even on the identical ground which he traversed; in the same year tracing the long-sought passage between North America and Asia, and discovering at the opposite pole a new continent. What is better still, the children of those whose light shone so brightly in the writings of Bede, Alfred and Alfric are now carrying the light of life back to the regions where it was first enkindled, and to other realms which Scandinavian enterprise had not then reached. Happy are we who enjoy the lan-

guage, the liberties and the religion for which so many generations have toiled and bled; happier still if we prove worthy descendants of such sires, good stewards of God's manifold gifts." *A. B. Repository*, 1841.

The influence in Science, in politics, and in religion, of the Anglo Saxon mind, embodied in the Anglo Saxon tongue, is increasing every day.

And the coming generation, will see new wonders, probably far beyond what we in this age, though standing on the shoulders of the Ancients, yet have witnessed. Let them, in this country at least, equip themselves for the great battle of life, with a close, critical, profound knowledge of their mother tongue.

Let them study its history, origin, composition and force; and they will then be able to wield a weapon mightier than the sword of the warrior.

E. F. R.

WHETHER we call it jealousy, or a commendable spirit of competition, prompted by an honorable national pride, there is a motive power with every people that holds a scrutinizing eye over the movements of their neighbors. Nothing more surely arouses to energetic action than the conviction of inferiority as compared to the progress of a neighbor; and more especially, if a prize is the result of the contest.

Remember what poor Richard says, "Buy what thou hast no need of, and ere long thou shalt sell thy necessities."



## DULL BOYS:—DON'T ABUSE THEM.

It seems superfluous to speak to the readers of this journal, upon the bitter wrong and injustice which dull children often suffer in school. I should hesitate to enlarge upon so obvious a sin, had not my experience and observation convinced me that it is one, which even the most devoted teachers commit: some in thoughtlessness, many more in spite of conscience. I have seen teachers, the most affectionate and devoted, who were kind and patient in school to all—but one; there was sure to be some poor little fellow, slow of speech, clumsy in movements, and of a heavy countenance, to whom the teacher was testy and unkind.

Reader! are *you* ever guilty of this sin? I know that a dull scholar is a sore trial to his instructor. After laboring anxiously over some simple point, trying invention to the utmost, and all in vain, it is hard to suppress a hasty word, or a weary sigh, to see a boy still hold his stolid look—no ray of intelligence in his heavy eye; to know that all your ingenuity and devotion are of no avail, is surely a miserable disappointment. But think: are *you alone* disappointed? Is not the poor, tired child with nerves excited, brain confused, and heart downcast and sorrowful,—is not *he too* worthy of some compassion? Will you reproach him in such a case? Reproach him! For what? If he does not understand you, may it not be your fault, not his? Do you not rebuke yourself when you reproach the child?

I once saw a teacher engaged in hearing a brilliant recitation, where

all was prompt and successful.—The class was in high spirits, the teacher in fine temper; but when it came the turn of an honest looking boy at the foot, with large, heavy eyes, and a troubled look, I saw the smile of satisfaction leave the teacher's face before he had finished putting the question: I saw the class sneer in anticipation of the blunder; and I saw too the poor boy, flinching from the gaze of the school, and the impatient look of his teacher. He failed, of course. The teacher turned away with an expression of *resignation*, which was a more severe blow to the boy, than if he had been stuck. Reader! have you never done this thing? Never be impatient with dullness in school. Do not merely refrain from contemptuous epithets, (for who would be so brutal?) but avoid every shrug of the shoulder, every gesture of impatience, every sigh of disappointment. It is mortification enough to the scholar, to know that he is not so bright as his companions; do not add to his shame the sense of injustice.

Children are often considered dull, who have, in fact, superior intelligence. An excessive diffidence, a stammering utterance, or a slowness of speech, may so embarrass a scholar, as to ensure his defeat by some quick and fluent lad who has not half his mind.—Hence, quickness of thought and facility of expression are, too often, the only qualities that receive a marked approval from the teacher. Let these have their due; but remember, that a sound understanding is not always accompanied by an acute perception, and that a



mind may be large, without being brilliant. Moreover there are superior qualities of the mind, which may not be called into action in school, so that a boy of fine intellect may pass for a dullard, while he is, in fact, superior to his companions. A child may be quick to grasp principles, yet slow in learning facts; he may be deficient in mathematical ability, and yet possess much poetic feeling, and an earnest, ardent love of the beautiful. A bad memory, or some other defect will keep him back in recitation, though his mind may be full of precocious thoughts, which find no utterance in the bustle and hurry of the school-room.


I had a case of this kind, in my first school; it was a poor little fellow who always seemed puzzled; he was slow to take an idea, and appeared to have no power whatever to express his mind. His companions thought him stupid, and I shared the general impression. In the course of the term, I introduced exercises in composition—a thing hitherto unknown in the school. To our astonishment, his first effort exhibited an originality of thought and a facility of expression, which no other boy could equal. On one occasion he wished to introduce a few stanzas of poetry into his composition, and not remembering the exact form of the original, substituted his own expressions; they were all correct, poetic and metrical. On conversing with him about his pursuits, I found him altogether superior to his companions, in all the more mature and valuable properties of the mind.

I learned wisdom by that experience, and have since found many similar cases: indeed, so many, that I am sometimes inclined to

think that a slow manner of thought, in a child, is a sign of a good intellect. Therefore, if I find that a boy is unsuccessful in ordinary school studies, I look round to see what I can do for him, and to see what he can do for himself. If he has a poor memory, I often find that he can grasp a thought; if he cannot read well, he may nevertheless understand thoroughly what he is reading about; if clumsy in speech he may be skillful in expressing his thoughts in writing; if he is deficient in mathematical ability, he perhaps has talent for drawing, for mechanics, music, or the languages; though hating arithmetic and geography, he may have a love of poetry and art, that may be turned to account. Thus I find the law of compensation exhibited even in the school-room. Many a man or woman has developed a symmetrical mind and character in after life, who in childhood seemed only "half made up."

Therefore, O teacher, be not hasty in your judgments! remember that the scope of your influence is limited; that there are chambers of the young mind, which, with all your parade of school-books, you have never entered; remember that the heavy-eyed lad whom you deem so obtuse may yet grow to be a man whom you will delight to honor. Be patient.—*R. I. Schoolmaster.*

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 A man who is in the right knows that he is in the majority; for God is on his side, and the power of God preponderates over all the population of the earth.



## Common School Department.

The attention of Common School Teachers is respectfully solicited to the following interesting letter, sent to the Superintendent of Common Schools :—

TAWBOROUGH, N. C. }  
Aug. 20, 1858. }

REV. C. H. WILEY :

*Dear Sir :* Allow me, if you please, to bring to your notice, for the benefit of "Common School" Teachers, a method which I have adopted, for ascertaining, in the shortest space of time, the correctness of "sums" (long and short) in addition. I know not, Sir, whether it is used any where else. I accidentally discovered and adopted the plan, last Summer, while teaching in District No. 15, Edgecombe County, N. C.

### METHOD.

I set down upon the slate, usually about five or six columns, composed of any number of horizontal rows of figures, as will constitute a "sum." Allow the pupil to add up these columns and when he has obtained their sum, I take the sum (answer) and place it some where upon the slate, say near an upper corner, where the pupil is not liable to rub it out or deface it in handling his slate.— This done, I set down another horizontal row of figures, which alters the sum altogether. The pupil then proceeds to add again, which done, I subtract the former answer from the present one, (not setting one row under the other, but conceiving them so.) Should

the result be the last horizontal row set down, the answer is correct. I now take this second answer and set it aside as with the first, and proceed as before.

By this method, Sir, the time required to ascertain the correctness of a sum of fifty horizontal rows, is no longer than is required to do the same with a sum of only three rows. Thus time is saved.

Frequently have I had pupils to come to me with their slates, while engaged with a class, and at a glance I discovered their mistake, and either rubbed out the mistaken number or told them which it was and directed them to go over the work again.

This becomes very easy to any one who adopts the method, and much easier than spending some ten or fifteen minutes in looking over and adding up the sum to find out the mistakes.

The pupil will never discover the secret so long as no one tells him. I hope, should this method meet with your approval, that every "Common School" Teacher, who has to place (from his own head) sums in addition upon the slate, will adopt this plan, as I verily believe that five times as much work will be done on the slate, in that particular branch of Arithmetic, addition, as is done in the ordinary way.

In submitting this to your kind consideration,

I am most obediently,

Your servant,

R. A. WHITFIELD.



## A WORD TO YOUNG TEACHERS.

Repeated observation has proved conclusively, that *too much ardor* is a common fault with young teachers, more particularly, perhaps with lady teachers. The young lady has looked forward through many years, to the era when she may be prepared to take charge of a school. The happy time has come, and her dearest wish is to be a *good* teacher,—to gain a high place. She engages in her duties eagerly—laying many fine plans, without even dreaming that she may not with resolution make them effectual.—She must be a first class teacher—nothing less will satisfy her ambition, and in her innocence, she deems that all is pending on her “first school;” that will decide her reputation. So she commences, ardent and hopeful, and if the improvement of her pupils were proportionate to her ardor, in one short term they would pass almost from the alphabet to fluxions, or through what it has taken her many years to acquire. But very soon ardor becomes impatience because her scholars do not learn. She is anxious to see their improvement from day to day, and as she cannot, she tires of her employment, and perhaps abandons it after one or two terms, though she may have possessed all the elements of a good teacher save patience and perseverance. Now to such teachers we would say,—let your ardor be well tempered with patience, and perseverance be united with energy, remembering that it is steady, persevering effort that will insure success. Look for the improvement of your pupils back through weeks, in some instances through months of time, if you would have it perceptible. The All-wise has

so ordered that education enters the mind slowly, very slowly it seems to our shortsighted vision; but it is good that it should be thus. And oh! teach patiently, constantly, and the reward will certainly come. The improvement will be evident after many days.

Learn a lesson from the rain of heaven. The soil of the earth is dry and parched, but the sun's rays are now obscured, and the darkening clouds promise rain. But comes it down violently—at once? Oh, no. The shrouding mist first comes, then very small drops, so finely and gently that you can scarcely see that the dusty soil is even dampened; but look again after some hours—the surface is so thoroughly impregnated with moisture, that it will absorb large quantities of water—then heavy rains fall. So with the youthful mind. After much gently falling instruction it is prepared for deep draughts of knowledge.

Let your leading motive be, then, a sincere desire to benefit your scholars. Seek for them the gentlest, plainest, pleasantest pathway up the rugged hill; and be assured your reputation will not suffer in consequence. And be not discouraged though you may repeat the same to a school for forty-nine times; at the fiftieth hearing it may be indelibly impressed. Will you then have labored in vain?

Trim your lamp of patience from day to day, and, by its true and constant light, you may effect a world of good, and win a desirable place in many hearts.

Do good for good's own sake—so shalt thou have a better praise, and reap a richer harvest of reward.—*Elmira Gazette.*



## Pages for the Young.

### THE PLEASURES OF LEARNING TO DRAW.

To learn to draw should not be more uncommon than to learn to write, to play, or to sing. This is essential for the fair and complete development of our faculties, and every man has an eye for accuracy and grace, just as every man has an ear for melody and harmony, the one faculty requiring and being entitled to education as much as the other. Perhaps, also, in no branch of study does the pupil, particularly if young, derive such pleasure from his progress as in learning to draw. His materials may be rude, and the rules few and simple, yet how delightful and valuable are the results attained!

Gratifying at once the instinct that is common to children, and the ambition that is almost peculiar to youth, he sees himself with delight the author of something. He puts on a blank paper, or a dull board, images that have the double charm of resemblance and originality. He carries away, after a little labor, the representation of a pleasing landscape, a pretty cottage, a venerable gateway, or even of a beloved face, and pleasure in his skill mingles with joy in his acquisition.

He finds likewise that he can turn his accomplishment to a thousand uses of pleasure, and that it enhances his enjoyment of life in a multitude of ways. He quiets a group of noisy children by sitting down amongst them to draw. He prolongs his use of a borrowed book by copying the plates that

have made it costly. He sees a new beauty in the sky, now that its every change of aspect offers a fresh challenge to his pencil. He finds in the leafy or the withered tree, in the grass-grown pool, in the prattling brook, in birds and beasts, even in a dead wall, or a common brick house, models that may try his powers.

At home or abroad he is armed against dullness, for with a few slips of paper and two or three pencils he can make the moments glide along unfelt, yet leaving every one its foot-print of industry. By the river-bank, where others spend hours in angling for a poor little fish, he can pursue his "gentle craft;" and even from the window of a country inn, on a wet day, he may see much that will amuse him to depict. Being thus armed against *ennui* and indolence, he is armed against two of the worst foes to innocence; while at the same time he is forming around him a pure and healthful mental atmosphere, the precursor often of higher moral attainments.

Of late years schools of design have been established in some of our large towns, and have done much to art-educate the people, or rather to raise up a new class of artists. But, as the masses have not the opportunity of attending these institutions, the only means open to them of art-cultivation are those of self-instruction, through which such as can not obtain the aid of masters may effect considerable rudimentary progress. Many eminent painters may be said to have commenced their career self-



taught, their biographies presenting examples of patient enduring industry unaided, and struggling against innumerable difficulties, with, too, almost improvised materials—the charred stick and whitewashed wall.

#### BE ENERGETIC.

About any honest employment Providence throws in your way.

1. It is the way to be happy. "I have lived," said Dr. Adam Clarke, "long enough to know that the great secret of human happiness is this: Never suffer your energies to stagnate. The old adage of 'Too many irons in the fire' conveys an untruth. You can not have too many. Poker, tongs, and all—keep them all going."

2. It is the way to accomplish a vast deal in a short life. The late William Hazlitt remarked:—"There is room enough in human life to crowd almost every art and science into it. The more we do, the more we can do; the more busy we are, the more leisure we have."

3. It is the way to be contented. The unemployed are always restless and uneasy. Occupation quiets the mind, by giving it something to do. Idleness makes it, like an empty stomach, uneasy. The mate of a ship, having put every thing to rights, called on the captain for what next should be done. "Tell them to *scour* the anchor," was the reply; on the principle that occupation, however needless, saves from the discontent of idleness.

4. It is the way to disappoint the tempter. He comes up to the idler with assurance of a victim. From the well-occupied he departs as a roaring lion robbed of his

prey. The one welcomes, the other repulses him.

**MULTIPLYING BY FIVE.**—Any number of figures that you may wish to multiply by 5 will give the same result if divided by 2, a much quicker operation; but you must remember to annex a cipher to the answer when there is no remainder; and when there is a remainder, whatever it may be, annex a 5 to the answer. Multiply 464 by 5, and the answer will be 2320; divide the same number by 2, and you have 232, and, as there is no remainder, you annex a cipher. Now, take 357 and multiply by 5, and the answer is 1785; on dividing the first sum by 2, there is 178 and a remainder; you therefore place a 5 at the end of the line, and the result is again 1785.

**A FABLE.**—The sword of the warrior was taken down to brighten; it had not been long out of use. The rust was rubbed, but there were spots that would not go—they were of blood. The pen took advantage of the first breath of air to move a little further off. "Thou art right," said the sword; "I am a bad neighbor."—"I fear thee not," said the pen; "I am more powerful than thou art, but love not thy society."—"I exterminate," said the sword.—"And I perpetuate," answered the pen. "Where are thy victories, if I record them not?"

**PROVERBS.**—Use soft words and hard arguments. Understanding without wealth is like feet without shoes; wealth without understanding is like shoes without feet.

When the wine is in, the wit is out.



## Resident Editor's Department.

**AMERICAN NORMAL SCHOOL ASSOCIATION.**—We would call special attention to the following statement, of the condition and objects of this Association, sent us by the Secretary. Our State should be represented at the next meeting, as the subject of Normal Schools is now claiming much of the attention of those who are laboring for the improvement of our educational system; and it is our duty to gain all the light on the subject that we can, from the experience of others.

### *American Normal School Association.*

This Association originated in a Convention held in N. York city, Aug. 30, 1855, and annual meetings have since been held—at Springfield in 1856 and at Albany in 1857. The last meeting was at Norwich, Conn., Aug. 18 and 19, during the session of the Am. Institute of Instruction. A Constitution, prepared by a Committee appointed a year previous, was presented by Prof. Alpheus Crosby, and was adopted with some modifications.

After a free discussions, the Association was fully organized, and measures were initiated which it is believed, will secure its permanence and efficiency. The importance of such an Association was forcibly urged by the President, Wm. F. Phelps, of Trenton, N. J., J. W. Buckley of New York, Prof. Alpheus Crosby, Geo. N. Bigelow and J. W. Dickinson of Mass., Prof. W. N. Camp of Conn., Richard Edwards of St. Louis, and others.

The Normal School system is still new in this country. It is not yet quite twenty years since the oldest Normal School in America (that now at Farmingham, Mass.) was established. Their number has multiplied very rapidly within a few years, and no former year has witnessed the foundation of so many of these important Institutions as the last year. They are no longer an experiment. In Massachusetts, where they have been most thoroughly tested, and where

time has developed their results most fully, they have been steadily advancing in public confidence as the people have become more practically acquainted with the actual working of the system and its influence upon the public schools. Among other indications of this growing sentiment may be mentioned the fact that the aggregate attendance in the four Normal schools of Massachusetts, is now greater than at any former period.

The Normal School is now regarded widely through the country as indispensable to every complete system of public instruction. They are already established in Massachusetts, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Ohio, Illinois, Michigan, Wisconsin and Minnesota, and in the cities of Boston, New York, Brooklyn, Newark, St. Louis, New Orleans and others. The next Legislature of Missouri will probably establish a Normal School, and measures are in progress which promise similar results at an early day in other States.

In view of the recent origin and rapid increase of our Normal Schools, and the consequent want of a mature personal experience in their management, it is essential to their highest efficiency that their instructors should maintain an association for professional improvement.

Many fundamental points in reference to the distinctive character and specific aim of the Normal School, the methods of instruction, the terms of admission, the length of the prescribed course of study, the prominence given to the theory and art of teaching, etc., demand investigation. A comparison of views on these and other equally important questions, bringing together the results of the varied experience of those actually in the work in different parts of the country where different methods are adopted, cannot, but render a valuable service to the cause of Normal School Instruction.

The next meeting of the Association will occupy two days, and will be held in July next, at Trenton, New Jersey.



The exercises will consist of lectures, essays and discussions.

By order of the Association.

B. G. NORTHRUP, Secretary.  
Saxonville, Sept. 7, 1853.

**TEACHERS OF COMMON SCHOOLS.**—In conversing recently with a 'chairman' who is laboring earnestly for the improvement of the Schools of his County, the subject of 'qualifications of Teachers' was introduced; and also the duties of examining committees and district committees, in regard to raising the standard of qualifications. This conversation suggested the propriety, of calling the attention of those connected with our common school system, to this matter, and requesting a full discussion of it, through the Journal.

It is well known that the most of our examining committees give 'certificates' to many applicants, whose qualifications, as teachers, are not such as the interests of our schools demand. But they often grant a 'certificate' to a young man, with the hope that he will improve himself; giving him a very low grade of scholarship perhaps, and at each succeeding examination, raising it in proportion to his improvement. But is it not proper that all, who are not found to have improved, after one year's trial, should be rejected? It may be right to give them a trial, but if they are not disposed to improve themselves, they will never make such teachers as we need, and should give place to others.

District committees too have much to do in this matter. If they pay no regard to the grades of 'certificates,' in employing teachers, being as ready to employ one with the lowest as one with highest grade, there is no stimulus to urge our teachers to self-improvement.

But let those, whose qualifications are low, find that the school-house,

which is closed against them, is thrown open to another who can present better evidence of ability to teach, and they will either prepare themselves for teaching or will seek some other employment.

**CIRCULARS.**—Our readers are requested to give special attention to the circulars sent in this No. of the Journal. We hope that all will feel interest enough in the welfare of the Journal to do something toward insuring its future success. If you cannot do anything for it, please hand the circular to some friend who can. And if you are not connected with a school, you may do something for the cause, by handing the circular, asking for statistics, to some teacher. Please send us the address of all the teachers of your acquaintance.

**"THE NEW THESAURUS MUSICUS, or United States Collection of Church Music:** Constituting the most complete variety of new Psalm and Hymn Tunes, Sentences, Anthems, Chants, &c., for the use of the Choir, the Congregation and the Singing School, ever offered to the American People; Comprising also all the popular old tunes, in general use. By L. C. & Dr. A. B. Everett. Published by the Authors, Richmond, Va."

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All teachers of Vocal Music should give this Book a *trial*—nothing more is needed to insure its general introduction, as a class-book. The explanations and illustrations of "the Elements of Vocal Music" are so lucid, that a child may understand them; the "Pieces," a large proportion of which are original, are selected with special reference to the *progressive* knowledge of those who are *learning* to sing. And while a large number of the pieces, are plain and simple, yet they are excellent congregational tunes. The Book contains upwards of four hundred 'Pieces' including every variety that could be desired in such a work.

All of the teachers of our schools, who have any knowledge of Music,



ought to procure this Book, and instruct their pupils regularly in vocal music. They can learn to sing 'by note' as easily as they can learn to read; and in child-hood is the time to commence the cultivation of the musical faculties, as well as all others. Let all learn to sing praises to God.

UNIVERSITY ALGEBRA, EMBRACING A logical development of the science, with numerous graded examples—By CHARLES DAVIES, L.L.D.

We have received, from A. S. Barnes & Co., Publishers, a copy of the above new work.

To those who have used Davies' extensive Series of Mathematical Works a new work from his pen will need no recommendation. So far as circumstances have permitted us to examine this work, we think it an improvement on its predecessors. We cannot better give the design of the work, than by

copying the following from the Author's preface :

"It is the design of this work, so to treat the science of Algebra, that its peculiar logic may be strikingly exhibited in the harmonious combination of its principles, to the end that mental training may result from their contemplation; and to show, at the same time, the application of those principles in a carefully arranged series of graded Examples."

CHRONOLOGY OF NORTH CAROLINA, By D. K. BENNETT, Esq.

A New York correspondent informs us, that this new work, published by J. M. Edney, Esq., is now ready for the public, and he remarks that it is "a useful book of reference for the Old North State."

We hope soon to be able to give our opinion of the book from a personal examination.

## Oxford Grammar School,

J. H. HORNER, A.M., *Principal.*

SPRING Session of 1858 begins 2nd Monday in January. Fall Session of 1858 begins 2nd Monday in July. 2tf

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THE "TIMES," is published every week in Greensboro, N. C. See prospectus on another page.



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See advertisement on another page. 1:12

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# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. I.

NOVEMBER, 1858.

No. 11.

## THE SOURCES OF THE ORATOR'S POWER.

Let us consider these sources, under two divisions—the internal and the external.

Naturally, in qualities of mind, the Orator differs but little from the Poet. A lively imagination, properly cultivated and developed, is essential to his success. In cases where nature has not been liberal in the bestowment of this gift, much may be done to improve her partial favor by the use of external aids hereafter to be mentioned.

A quick perception of facts, and a discriminating judgment in the arrangement of matter, are sources of power in addressing the understandings of men; but perhaps a deep conviction of the truth and justice of his case, arms the orator with that *earnestness* which is more powerful than any weapon in his intellectual armory. An absorbing interest manifested by the speaker, never fails of its effect with the hearer; and the greater the earnestness, the more powerful will be the influence exerted. Horace showed that he understood human nature well, and that he had searched closely into its secret springs, when he said:

\* \* \* "Si vis me flere, dolendum est Primum ipsi tibi."

Earnestness so affects the whole manner of *delivery*, that there is no success without it. The living voice awakens echoes in the listener's heart, enlists his sympathies, and arouses the deep emotions of his soul. The radiant countenance flashes light upon his mind, and carries conviction to his understanding. The beaming eye holds him spell-bound by some fascinating influence, as strange and unaccountable as it is potent.

These engines of power may, it is true, all be brought to the support of a bad cause; and men may be earnest, eloquent, and powerful, in the advocacy of falsehood and vice. But, though orators, such as Robespierre, they are bad men, and control only the vicious and depraved. A righteous cause, then, is a source of power; and in such a case, and in such only, has it been truly said, "Verily, O man, with *truth* for thy theme, eloquence shall throw thee with arch-angels."

But this earnestness must be real—and not feigned—well-timed, and appropriate to the occasion. Some orators put forth mighty efforts, at short notice, and on insignificant subjects. They grow eloquent at the wrong time, manifest



the greatest earnestness upon the most unimportant points, and discharge their broadsides just at a period when the audience are unable to see the object aimed at. This way of lashing the ocean into a tempest, merely "to waft a feather, or to drown a fly," is in bad taste, makes the speaker appear ridiculous, and weakens the force of his argument.

I would further mention, that a *pure heart* is a valuable possession to him who would influence by his eloquence the decisions of pure-minded men: a possession valuable to all, but especially so to the orator. It would be inconsistent with reason and the nature of things for a man of corrupt heart to possess that power over the minds of good men which the virtuous can wield. His own nobler faculties have been perverted, so that he can have no *proper* conception of the beautiful in imagery, the pure in thought, the forcible in truth, or the chaste in imagination. "Out of the abundance of the heart the mouth speaketh;" and if the fountain be corrupt, instead of refreshing streams, to rejoice and bless mankind, will flow a seething tide, spreading desolation and ruin in its track.

Perhaps the internal sources of the orator's power would also comprehend a well-stored mind, and an accurate and complete acquaintance with the subject of discussion. In an intellectual contest, that combatant deals the heaviest blows who displays the most thorough knowledge of the field, of the enemy, and of his positions. It is this that imparts luster to his armor, edge to his weapon, and efficiency to his strokes. Without discussing the maxim that "knowledge is power," it is certain that in

this connection, ignorance is imbecility, and leads to defeat.

The external sources of the orator's power are numerous and varied. As imagination is an important element in his success, its proper cultivation is of great moment as a source of power. "The imagination is a faculty given us by God, as much as any other; and if it be not developed, our minds are maimed. Now, works of fiction, of a high order, healthfully stimulate this faculty; and in measure, therefore, they should be read." Not the ephemeral yellow-cover literature of the day—for this enervates and poisons: but the works of art in the field of romance, such as the productions of Sir Walter Scott or Miss Edgeworth. To these may be added some of Bulwer's, Charlotte Brontë's and a few others. These, moderately indulged in, draw out the imagination; cultivate the taste; teach many an important truth of moral philosophy; inculcate useful lessons of life and conduct; add to our knowledge of language, and our command over it; and disclose to our view much of human nature. While all these advantages may result from a *judicious* use of works of fiction, they are especially a source of power to the orator in improving his imagination.

The vast store-houses of Literature are but so many repositories of the orator's arms and sources of his influence. He may acquire a forcible style, and the best and most impressive use of his mother-tongue, from the speeches of Burke and Webster, the works of Bunyan, the writings of Irving and Macaulay, and the Essays of Addison, Carlyle, and others.

Shakespeare is an unfailing spring, from which the orator



should often drink. He painted to the life; and his pictures are the more valuable because they are of the internal, rather than of the external world. He portrayed human nature in its true colors, and drew the human heart, with all its secret springs and motive powers attached. In his pages, therefore the orator finds much of that knowledge of human nature which is one of his greatest sources of power.

All the fields of Literature, Science, and Art, are spread out before him, from which to choose his implements of war: and it was the testimony of one of the greatest speakers our country has ever produced, that he found an allusion from the classics, or a quotation from Milton, as effective in the back-woods of Mississippi as in the halls of Congress.

Nature abounds in incidents which may be easily made subservient to the orator's aim. We dwell upon a beautiful earth, and gaze on an azure canopy, filled with resplendent glories. The quick, discriminating eye of genius every where discovers,

"Tongues in trees; books in the running brooks;

Sermons in stones; and good in every thing."

Impressive illustrations of great truths meet us on every hand; and an allusion or example drawn from nature's pages, carries with it a convincing force, because of the universality of its application. Spread out before us are visions of beauty and loveliness, bright as unclouded fancy can create. This gorgeous scenery, these unrivalled works, and sublime images, have ever been the poet's inspiration; and they are no less sources of the orator's power. And rising higher in his noble ambition than the

accomplishment of some mere secular end, he may, by their aid, even point the soul "through nature up to nature's God."

I mention but one other magazine of trusty arms. It is the greatest and most reliable of all: the Book that came from heaven, in vision, prophecy and song. Familiarity with its sacred pages is the surest criterion of success in every intellectual struggle. Here is the fountain-head from which the great Authors, Orators, and Poets of the world have drawn their supplies. "As an embellishment to true eloquence, no extract from the choicest page of secular literature can approximate in point of elegance and effect, a happy selection from the Scriptures, when appropriately introduced and applied." This fact is attested by the experience of many of the most eminent and successful speakers whose fame now graces the history of our country. Among these, John Quincy Adams, John Randolph, and S. S. Prentiss, frequently enhanced the power of their addresses by the felicitous introduction of Scripture quotations.

A distinguished lawyer of our own State, was once asked by a friend how it was, that without attention to his text-books, and without being a hard student, he was so successful at the bar. His reply was, "I read a chapter in the Bible every day." And perhaps but few effective public speakers can be found who do not owe their success to the same cause.

I was once present at the trial of a young man for his life, on a charge of homicide. His able counsel plead long and eloquently for him; but there were no favorable indications in the countenances



ces of the Jurors. Suddenly, the advocate paused; and then repeated this simple sentence from the Evangelist Luke: "He is the only son of his mother, and she is a widow." The effect was like the touch of a magic wand: a verdict of acquittal was rendered; and my impression was, that that single quotation saved the young man's life.

Now, does the orator wish to give utterance to his ideas in "thoughts that breathe and words that burn," then let him catch the spirit, and glow with the fervor of the inspired word. Would he be master of whatever is sublime in conception, grand in imagery, luminous in thought, or beautiful in language, let him acquire this mastery by a careful, constant study of the enrapturing prophecies recorded in the Bible. Or does he desire to enlist the sympathies and find his way to the hearts of his hearers, let him have his own heart richly endued with the melting pathos of the sweet singer of Israel!

Thus have I briefly glanced at a few of the points of this important subject. Is it not one that commends itself to the youth of the South, and especially to the Students of our own State? It is a most valuable branch of our educational system; and our Schools and Colleges do not over-estimate its worth by giving it a place in their exercises. They should be nurseries of eloquence and mothers of orators; and while our young men are acquiring their education, they should strive for excellence in oratory. But while the sources of this power are so abundant, and while the aids in acquiring it are so numerous and complete, yet let it be remembered, that it can be possessed only

by individual exertion. Nothing truly great has ever been achieved without toil; and if,

"In the world's broad field of battle"  
we would be "heroes in the strife," we, too, must labor. And is there not something in the prize set before us well calculated to stimulate our efforts? It gives us a controlling influence among men, puts within our reach the means of doing incalculable good, and confers upon us immortality. Does it indeed do this? Listen to the voice of bygone days, and tell me, is Cicero dead? Nay, verily: and Cicero can never die! The Goth, the Vandal, time, flood and fire, have dealt their fury upon the seven-hill'd city's pride; her temples are in the dust; her long lines of military chieftains are well-nigh forgotten, and the memory of their victories is fast fading away. But Tully's voice, and Virgil's lay, and Livy's pictured page,—these shall be her resurrection when all things else decay—these are her imperishable monuments. When the dim twilight of ages shall have settled over the field of Pharsalia, and enveloped its heroes, Cæsar and Pompey; when the names of Anthony and Lepidus and Marius shall be known no more: then shall Cicero live in all his pristine vigor. The laurel that binds his brow is an unfading evergreen, which has lost none of its freshness. The monument of his mighty genius will remain forever, unaffected by the "corroding touch of time's effacing finger."

Listen again to the voice of those by-gone days, and tell me of Demosthenes—has he perished? Have his pebble-tones died away through the lapse of centuries? His own beloved Athens is almost a solitary waste: the Macedonian empire



has been dismembered, and Phillip and Alexander are but dimly seen through the gathering mists of time; but upon this dark back-ground, Demosthenes stands out in bold relief, and his fame can never grow less; for his is another,

———"of the few, the immortal names  
That were not born to die."

Successive ages and different lands have, in their Orators, added some to the scanty list. Our own country has filled a page with the names of her Henry, her Calhoun,

her Clay, her Webster, and her Everett. And now, from the dead past, and from the living present—from the popular hustings, and from the legislative halls of the land—the voices of these mighty orators fall on our ears, and peal upon our senses like the music of marriage bells, and

"These lives of great men all remind us  
We can make our lives sublime,  
And, departing, leave behind us  
Foot prints on the sands of time."

STUDENT.

## EDUCATION OF YOUTH.

We print a rough sketch of an address on the subject of education recently delivered by W.S. Plumer, D.D., at the opening of an Academy for Boys and Girls, near Wheeling, Va. We think we render an acceptable service to our readers in spreading before them a production so full of vigorous thought and happy suggestion, and which, we are sure, they will peruse with pleasure and delight.

What, he asked, used to be the standard and supposed requisitions of female education? A very few simple little elements, (such as "readin', 'ritin' and 'rithmetic.)—All that is changed now. Husbands and fathers have got their eyes open further than they were once. Nothing had retarded the civilization of the race so much as limited and deficient female education. It was more important

that women should be educated than that men should. He related the case of some Indians brought from the forest in his early days in Virginia, and educated and christianized. They were sent back to the forests again to humanize their brethren. They fell in love and married Indian girls—these girls were ignorant and degraded—they had the bringing up of these missionaries, and the children were, despite the education of their fathers, just like those of the other uneducated savages—wild and barbarous. It is the nursery managers who must be educated. The great objects of female education, as well as of male education, were first, individual—that is, to make persons more capable of feeling and acting aright, even if they were the only persons on earth; and second, it was to enable woman to fill the duties and responsibilities of life—to be a fit member of society—a



fit companion for man. These are the great objects in her education. The Doctor then passed to the consideration of what education should be, and said, first, that it was

To SPELL PROPERLY; and until she has learned that, don't permit her to learn anything else. There are but the fewest number of people who know how to read—who can give the sense of an article. The most difficult book to read is the New Testament, more so than Shakespeare. Few people can read either of them intelligibly. There are two objects in learning to read—first, for our own profit; and second for that of others. It is hard for a great many people to compass the first object and still more so the second.

PRONUNCIATION, he said, might be included in a general remark about reading—but it deserved especial mention. Virginia was settled when Dr. Johnson gave us Orthography, and Walker Orthoepy. Virginia has abided by these standards, and, in his opinion, she has done well. It is said, that were a well-educated Virginian to speak in the British Parliament, after he got through, every member would claim that he was from his particular district. The English language is found in greater purity in Virginia than in any part of the continent.

NEXT TO WRITE.—But few ladies could write a good note either sentimentally or chirographically, or even a good billet doux. Yet it was more important for them than to be attempting French or German. It is now with ladies as it was when Dean Swift satirised the ladies of his time—saying that they neither wrote up the page, nor down nor yet across, but zigzag. This was passable, or at

least tolerable in a man, but it was abominable in a woman.

NEXT, GRAMMAR.—I wish somebody or other could persuade every woman—yes, and every man, too, within two hundred miles of this ground, never to say “I have saw,” or “I seen.” It is common yet it is insufferable to hear all such violations of the rules of speech, in people making any pretensions to education. Yet such phrases are among the commonest things we hear.

NEXT, GEOGRAPHY.—If I had time, I many a time think I would like to go back to school and study Geography. It is a branch that is either most generally skimmed over or neglected in all our schools and academies. Very few people know much about Geography.—They have scanty and helterskelter ideas about the localities of earth. It is very well but far from being enough for our young ladies to know that Massachusetts is on the East side of the Mississippi river. We can never understand history until we know geography; geography and chronology are the two eyes of history. We have an interest in the rest of the world besides either our section or our country. I hope there is no one present here to-day who would say that he or she did not feel a lively interest even in far off benighted Japan. Very few of us know much about that country.

HISTORY.—In this is included Chronology—and it is quite important to bear in mind the interims between Cæsar, Charlemagne and Napoleon. A great many young ladies do not have much idea of the spaces between them—it has not been considered important for them to know much about such things. Many school girls either never learn or soon for-



get as to when the Christian ear began, and how long before it was the flood, &c. They don't tax their memories with such unsentimental stuff!

**BELLES LETTRES.**—Let young ladies learn early that a woman's strength is, first, in her spotless chastity—second, in her weakness, and third, in her tongue. Quintillian gives directions for the training of an orator—and it was that in the setting out, he should not be confined to the attentions of a nurse having a barbarous dialect—for he will carry it through life. If a woman or anybody else would converse well, write well, or appear well, she must be conversant with the best writers in polite literature.

**LANGUAGE.**—It seems to be a question just now, whether ladies ought to study dead or living languages. In my opinion they should study both. Of modern languages, it has also been somewhat of a question whether French or German was of the first importance. In my opinion Spanish is the leading language that a young lady ought to study. It is becoming every day a more important language to Americans, and of course therefore to American ladies. It is a much more beautiful and easy language than either French or German. John Milton once advanced the opinion that one tongue was enough for any lady to learn. In one sense that's true, but it is because I would have her understand that one tongue (her native language) well, that I advocate the study of others.

**POETRY.**—Turning to Prof. Ross, Dr. P. said: I hope, sir, you'll not teach poetry here—I mean what some people call the science of composing poetry. If it will come from some of these

youths, let it come, but don't force it. I feel about the writing of poetry something like the Methodist preacher who was giving a charge at a class meeting about some regulations. While in the midst of his charge, one old lady let slip a shout. Now, says he, brethren and sisters, since the subject of shouting has come up, I'll give you my views on the subject. Never shout from a sense of duty. If you feel that you can't hold, why then shout, but not otherwise. I hope, then, that no one here will ever write poetry from a sense of duty. Poetry is despicable unless it is first-class. Poor poetry is about the meanest of all mean things. As the Latin satirist has said, "neither Gods nor men can endure it."

**PAINTING.**—Is good for the mind and the soul. It refreshes and purifies. The difficulty is about time. Few people, unless with a practical end in view, have time to learn to paint well—and bad painting is something like bad poetry. I hope that no young lady will enter the lists to turn out a mere dauber, like one that I read of, who was so over-burdened with the questions of her friends as to what this and that of her paintings represented, that she was obliged to write under the one, that it was a rose—under another that it was a puppy.

**MUSIC.**—As for music, I go in for that. Let us have some sweet sounds to mellow the discordant notes of this jarring world and life of ours. Let us have cultivated music, both vocal and instrumental. It is seldom you find a person who can learn neither. Generally most persons have a talent for one or the other—and they ought to cultivate it, for its influences are happy. Music drives out the evil



spirit now, as it did of old. One of the best performers I ever knew overcame more difficulties than any one I ever knew, to attain excellent music. Above all things, in music, let our young ladies avoid the vulgar shrieking style!

**CHRISTIANITY.**—There is to me in this world no more horrible sight than a female infidel or scoffer at the things of religion. I have met three in the course of my life—one of these committed suicide—both the others turned out badly—one dying a death of violence. Divest woman of the holy attributes which religion gives her, and what is she? Who would not shudder at the thought of having an infidel mother for his children? Take away religion and women sink—sink below men. Christianity says to all women as it said to one in particular—"woman thou art loosed from thy infirmities!" Let our women be christians. It is the highest style—the most beautiful type of womanhood—as it is of manhood.

**AMUSEMENTS.**—It is generally agreed that a cock pit, a horse race, a bull baiting, and the like, are no places for our mothers, sisters and wives. From the days of Tacitus and Plato to the present, I can bring abundant evidence to show that these resorts are no places for women. It is pretty nearly as well agreed that theatres, cards and dice are not fit amusements for women. I wish it was as generally agreed that novels were not legitimate amusements. Among what is called the better classes of society, I have seen more women ruined by reading trashy, wishy-washy novels, than by aught else. Young ladies in reading novels are prone to pick out some sort of character at one time and

try to identify themselves with it, to slip on the character over that one which nature gave them.—At another reading of some other novel, she finds another character which she wears and lays aside in the same manner. Thus she goes on, until by the time she has read some 500 of these baneful things, she has no individuality at all, and runs a painful risk of losing all the character she ever had.—She is just nothing more than a piece of patch work. For my part I can't conceive what better amusement a young lady wants, than a good horse and a good side saddle! It is both healthful and exciting.

Female education cannot be carried too far. I wish every woman in Ohio county had more intellect and more cultivation than any man in it has. Carry their education as far as ever you can. Teach them that when they have gone through the curriculum of the Academy or Seminary they have but begun their education. There are in this country more women than men. It is all important this majority should be educated. If not, their influence must be demoralizing. Where is the father who has ever cause to regret the money spent in the education of his daughter? But how often do they have cause to regret the money spent in educating their sons? I feel an interest in the cause of female education. I remember that the mother of our Saviour was a woman, that your mother and mine was, that a woman was the mother of Washington. I remember that when the apostles forsook the Saviour and fled, woman stood her ground, and that she came first to the sepulchre on the morning of the resurrection. In the ministry of the gospel, I suppose, I may safely say that a



large proportion of men have been induced to take upon them the sacred calling, through the agency of their mothers, either directly or indirectly. I might tell you of the mother of Augustin, of John Bunyan, of Philip Doddridge, of England. Every where in the records of profane and sacred history, women have honorable mention. I say blessed be God, we have His sanction for doing all we can in the cause of female education.

MALE EDUCATION.—And now I must say a few words about the education of your sons. And here I would just say to the patrons of this Academy that if your sons haven't brains you need not delude yourselves into the idea of making great men out of them. Brains cannot be supplied to anybody. In case your sons haven't much capacity, the best thing I can recommend is to teach them the rudiments and let them then follow the bent of their inclinations in some useful way. I heard of an odd kind of a genius who, when anybody came to him to talk, always told them to talk to him about leather—for that's my business and I profess to know something about it, and not much about anything else. This was a good idea. It was better to be *great* on leather than little on Latin. Put your boys to studying our language—its grammar, &c., well and thoroughly, before you put them at anything else. The object of study is to expand, bring out and strengthen the powers of the mind. We don't study the classics for their literature. And here I will say that I am the fast friend of the classics, and when I say this I don't mean to disparage other learning, for I am friend to "*Mathew-Matics*" and all his kindred sciences. I never knew of but

one man of much account who had studied the Classics that ever disparaged them. We had in this country a patriot—a signer of the Declaration of Independence—no less a person than the accomplished Dr. Rush, who wrote and talked against the classics a great deal. He said that the only object gained was to learn men to use big words—to talk learnedly and blindly to those not equally educated. He illustrated it by citing the case of the woman who was so tickled with the preacher because he talked about "pamphylia and amphylgia," and the case of the physician who prescribed an "emollient cataplasm," instead of saying a poultice. There was no necessity for people making learned fools out of themselves. There was no occasion for disturbing the brevity and simplicity of the proverb "that people who live in glass houses should'n't throw stones," by putting it into such 'hifalutin' as the man did who said that "people who domesticate in vitreous edifices should not project lapidary fragments."

I do not mean that it is necessary that all men should be proficient in the classics. Civilization has gone no farther than the classics have gone with it. They have gone hand in hand. Voltaire was right when he said, "So many more languages a man knows, just so many more times a man is he." When I open such works as those of John Seldon and his contemporaries, and find him and them quoting from all the cognate languages of the Hebrews, I do not wonder that the dynasty of the Stuarts tottered to the ground. As John Milton said, where there was such an overhauling of things ancient and modern, I do not wonder that things settled down on the basis of truth. In



his life of Dion, Plutarch says, that he could tell one of his scholars when he met him, simply by the graces of his speech. A liberal education gives a grace to a man's looks and his bearing. He may still be a very bad sort of a man—but the tendency is to mitigate some of the brutalities of the nature of the worst man. It adds both dignity and accuracy. There is no putting down a man who has good sense and is a thorough classical scholar. I have seen one of the most eminent citizens of this Commonwealth, in the retirement of his private life, working by times with his coat and vest off—working hard one part of the day, and during the other part reclining in the shade with one of the classics in his hands. I thought such training, such cultivation, was wholesome and admirable. If any man, says Dugaid Stewart, wants to know the power and dignity of the English language, let him read the works of Robert Hall, a dissenting English minister, one of the most thorough classical scholars of his day. The students at college used to say of Mackintosh and Hall, when seen together, there go Plato and Socrates! If you take from the writings and speeches of William Wirt, one of our great orators, all that he got from Virgil, you would strip him bare: so of others of our orators. Other things being equal, a man can never become as great a Lawyer as the thorough Latin scholar can, nor as great a physician as the thorough Greek scholar can. Nine-tenths of the best theological writings are in the Latin. God's own words is in the Greek and Hebrew. And to these languages we are compelled to refer when the text is in dispute. I do not see what is to preserve our good old mother English if the

classics are neglected. There are two books in our own language that are classic: "The Pilgrim's Progress" and "Robinson Crusoe." I have several times sat down in company with those under my care and have endeavored to improve upon one sentence even in each of these works. We thought we had done so sometimes but upon careful scrutiny we found we had not. I do not believe it is in the power of man to improve them. One of the writers of these two works was a most thorough classical scholar—the other possessed a prodigious genius that sucked up his whole mother tongue. The best classics are the Word of God. I will put the story of Joseph against any narrative in any language. The oldest Epic is not that of Homer, but the book of Job. It is full of scientific truths, of beautiful imagery. If some of his expressions were found in Aristotle they would be canonized by the philosophers.—Take the narrative of the raising of Lazarus from the dead as recorded in the New Testament—could it be amended? I think not. There are 12 verses in the 12th chapter of Romans, which a little girl could commit to memory before breakfast, that contain more true principles to put us through this life than all the writings of heathen philosophers or sages. Some of the classics are much superior to others. Herodotus, for instance, is known as the father of prose. If I ever read Herodotus again, I will take a pen and copy out the origin of many of our familiar phrases, for they are to be found there.—Then there is Thucydides—a model of style. He describes the plague of Athens in 4 or 5 pages. Defoe took a volume to describe the plague of London. Yet there is no comparison between the two.—



Xenophon, like Herodotus, also contains the foundation for many of our sayings. Of the Latin classics Tacitus was the John C. Calhoun. He could say more in a given hundred words than any body else in almost that number of pages. Livy was the Gibbon of his day. I have seen the heart of the school boy swell over his account of the Horatii and the Curiatii.— If he had been living within 500 miles of this place, I have no doubt

that he would have been invited here to day. If he was to spend a winter in this country now, I have no doubt he would be invited to deliver lectures in all the cities, and the people would flock to hear him. The only thing they can do now is to read him. Then, there is old Horace. He has given us the first rules for poetry in his "*Ars Poetica*." When your minds get dull rub them up with Horace, and see if it does not sharpen them.

## ELEMENTS OF INSTRUCTION.

(CONTINUED.)

### *Results of Education!*

The general results of education are seen in the gradual rise of man from barbarism to civilization. From the bark canoe on the sheltered creek, to the mighty steamer that stems the billows of the Atlantic seas. From the slow and unwieldy camel bearing the commerce over the desert sands, to the thundering car which frightened by the roar of the Beaufort seas, swiftly hides itself among the gorges of the Alleghenies; and ere another day, pours the produce of the Western hills into the lap of the rosy East. From the plodding news carrier to the magnetic wire that links the whispers of a thousand miles, ere you can think.

In its individual results it renders man more fit to fill his sphere in this life, making him a more useful citizen. It liberalizes his views towards the frailties of poor human creatures. It strengthens

his ability to withstand the shocks of moral temptation, not that it adds to the moral faculties, but it gives him those means that place him above the necessity of crime. And last, but not least, it gives him a source of pleasure that no revolution in the affairs of life can destroy.

In advising a particular system of education, as well as the particular information to be imparted, we should take into consideration the social, political, and mental condition of the persons to be educated.

As a general thing I am not an advocate for any system of education conducted exclusively by the government, for a government should seek the greatest social and domestic happiness of its people, therefore it should be wary of doing anything that has a tendency to sever that natural tie placed by their Creator between the pa-



rent and child, by undertaking that (as we have seen,) most important part of the parent's duty, the education of its offspring; still I am not opposed to a system by the State that would aid the parent, which I think to be the main object of the "Common School System of North Carolina."

And merely to aid the parent is, in my humble opinion, as far as the State should go,—and to do this, let the State teach only such branches of education as are necessary and indispensable to every free citizen not compelled to labor all his life: for instance I would let no child go out into the world without teaching him or her reading, spelling, writing, and arithmetic: beyond these the State ought never to go, for the need of the higher branches depends entirely upon the child's social position, of which the State can never be a judge—but these elementary branches are indispensable even in the humblest position.

This then would be a key to any system that I might advise the parent to pursue, never to teach any thing but what would be useful to the child in his peculiar sphere.

Ours being a utilitarian people altogether—the natural and moral sciences should be primary in my system and the classics next.

But sad to say it, our State has for years past reversed this order, and what has been the result? The student returns home to mingle in the busy scenes of life. He can repeat with exact precision the tenses of the Greek verb. He scans the sweet lines of the latin poets with a euphony to be admired, but the lightning plays in the cloud, a curiosity only to his senseless stare—the rainbow spans the

heavens but to please his childish fancy. There fails to be a responsive sympathy from his mind to the varied and instructive voice of animated nature—for his mind has not been stored with the principles and laws upon which the great operations of nature depend. Yea, North Carolina possessing the finest college in the Southern States, is notwithstanding forced to send abroad for State geologists, engineers, and architects. But do not understand me as discarding the classics altogether, for you cannot take a step in the higher orders of philosophy without meeting with some classic allusion, I would only make them secondary and as assistants to the sciences.

Again there is another science most woefully neglected by all our people, which in a country like ours is very essential—I mean the science of politics—do not understand me as desiring to teach our children to be party tricksters or political demagogues; but every man in our government exists, of his own right, in the enjoyment of his liberties, and not by the nod or will of any prince or potentate,—every man is an integral part of the government, for the government itself is a compromise between each man and his neighbors, consequently every man is called on sooner or later to take some part in its administration, either as a voter or legislator. Now as the constitution, the result of the aforesaid compromise, is the supreme ruler, in place of the prince in other nations, the existence of the government depends upon the respect the people have for that sacred instrument; therefore I would make it an essential part of the education of every American youth, to un-



derstand well the constitution of his country, so that in after life he would hold it in such binding reverence as to allow no unhallowed hand to touch it.

Again we must not overlook the fact that the instructor and the books are important elements in any system of education.

I would have the instructor, in mental and moral nature, as near as possible, what I would have my child and besides this I would have the instructor understand the *mind*, the thing he cultivates, as well as the farmer ought to understand the soil he improves. The text books should be clothed in the simplest and plainest language, I do not mean easy words merely but also such words only as belong to the peculiar idiom of the people you wish to instruct; and the lessons should relate to scenes familiar to the pupils' experience—therefore for southern children, I should prefer books about southern things and clothed in southern language.

Again as regards the age of the pupil, I would have him from ten to fifteen before being placed at school, in order that his mind might be stored with some facts from experience, upon which to build and to use in explaining the text books, for you cannot illustrate an idea to a child, without using sounds with which he has become familiar by experience, for instance tell him a zebra is like a horse, what idea would he have of a zebra, if he had never seen a horse?

My task is done, but to my lady friends one word more, to you has been entrusted, by an all-wise hand, the sweet care of the young and tender mind, think and weigh well this responsibility. And to you fair maidens, yet unyoked by

the matrimonial tie, startling as the sound may be, you are yet to be the future mothers of your country's sons; cease then to read too much the poetry of life and study deep its prose, in order to prepare your minds to make that impress on those sons which may redound to your country's weal. And to the instructor who takes up the task, where left by the mother, we would write a word of encouragement, press on in your high duty; yours is the noblest calling of all the earth. How sweet within some school room's solemn walls—safe from the din of mankind's clashing interests, with watchful care to cherish some tender bud or train some more restive vine to bear its mental fruit. Go on, the silent congratulations of your friends ascend daily upon your noble efforts; and in ages yet to come, you will leave an influence, not like the fitting glory of that military monarch, who, struck from his dazzling orbit by opposing powers, bursts into a thousand atoms on the time honored rock of a desert isle, but like our Western sun reflecting, on all behind, its most mellowed light and hallowed ray, even in its fading hour.

W.

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DR. JOHNSON ON TEACHING.—The master was severe, and wrong-headedly severe. He used to beat us unmercifully; and he did not distinguish between ignorance and negligence; for he would beat a boy equally for not knowing a thing as for neglecting to know it. For instance, he would call a boy up, and ask him the Latin for candlestick, which the boy could not expect to be asked. Now, sir, if a boy could answer every question, there would be no need of a master to teach him.



## ATTENTION IN RECITATION.

How shall I make the school recitation so interesting to my class, to every member of the class, and to myself, as to command the earnest attention of all my scholars?—is a question that often presents itself to the mind of the teacher, but, perhaps, is not so often practically answered in the school-room.

Such a question may not, of course, be fully answered here, for it is a matter of experience or practice, rather than of theory; but perhaps some facts from experience may be expressed that may lead to thought in relation to the subject.

In the first place, let the teacher make the recitation interesting to *himself*, or, in other words, always take a deep interest in whatever he is to bring before the school or class, and then be sure to manifest that interest, and very much will have been done toward securing an interest on the part of the class. This result as naturally follows as does the example of one have an influence upon those around him: which influence, perhaps, is never more effectual than when exerted by a teacher upon a class of pupils.

But this is only *one* of the means of securing an interest on the part of scholars in recitation. That there is a difficulty in this direction, that to secure a proper amount of interest in study and attention in recitation, such as shall make the facts discussed or the lesson recited the mental property of the pupil for life, is a task that requires skill for the performance, every teacher knows to be

true. I do not mean by attention during recitation as it is apt to be understood by scholars, and as is sometimes satisfactory to teachers, which is simply arms folded, head erect, eyes in front &c., though such discipline may be well enough in its place, but I refer to that which is only the result of a lively interest in the subject that may be the lesson of the hour.

The fact, that to obtain such attention from the great majority, not only of small scholars, but of all classes, is difficult, together with the great importance of securing such by awakening a real interest in the mind of the scholar, renders the subject one of no little interest to every teacher who is not content to labor and plod along under every difficulty, as though it were among the evils predestinated to exist, and not to be overcome, nor in the least degree ameliorated, but ever to be—I think *patiently* is not the word, but—indifferently endured.

To understand how to remedy such an evil, it is, of course, first of all necessary to look somewhat at the causes that have conspired to bring it about. And, in the first place, the question arises, is it peculiar to the mind of a child, more than to that of an adult, to be inattentive? Or, is that kind of inattention which we sometimes call thoughtlessness, a characteristic of the young mind? I think not. It is true that there may be, in the mind of almost any child, a tendency to thoughtlessness in a greater or less degree; but this is oftener the result of habit than it is a natural proclivity



of the mind. Or the greater degree of thoughtlessness on the part of the child, compared with that of the adult, may be more apparent than real; for the reason that the former has not yet learned that mock attention which so many grown up children understand much better how to exercise on almost every occasion when attention is demanded, than they do what is being said or taught. Hence, in the case of the young scholar, all, and perhaps more than all the inattention that there may be, is apparent, while, in the case of the adult, this is not often the case.

But if, in a great degree, or in any degree, this want of attention is the result of habit, here, then, must the teacher be held somewhat responsible, for, in the formation of this habit, as much, and perhaps more than any other, the teacher has much to do, since the business of recitation belongs more completely to teacher and scholars together, than any other part of school exercise; and, if he is to correct, regulate, and help to form any of the habits of his pupils, as he undoubtedly does to a great extent, whether conscious of the fact at the time or not, certainly this habit he might be expected to completely control; and since experience shows it to be a habit, which, when once formed, is most difficult to be corrected, it therefore becomes an imperative duty, if possible, to prevent it.

To attempt, in one short article, to notice the different ways in which the teacher may fail to secure the real attention of the scholar, would be impossible, for they are many and various, and more easily seen by him who will observe and understand by him who will thoroughly consider, than expressed.

To interest a scholar, it is first of all necessary to be understood, and, to be understood, it is necessary that the language used should be familiar to the scholar, and not only the language, if we confine the term to words merely, but the ideas conveyed must not be beyond his comprehension. Not that the young mind is to be kept in one continuous round of thought, and travel none but beaten paths, for this is wearisome, because it is unattractive, and study in this way becomes a burden, but the scholar is continually to advance in ways unknown to him before, and from eminence to eminence gradually ascending the hill. Yet the teacher may not carry him along, for he, at best, can be but a guide to the young mind, and not the strength to bear it up. Who, then, would be successful in this work, may not, from some distant point, hail the young traveler, and, pointing the way, encourage him to hasten on, but standing by his side, with one strong hand in his, and with his step measured to the tread of him he leads, must travel with, and guide him along the rugged way which he himself has trod before.

Let, then, the thoughts expressed to a class in recitation be given in language that will interest, and explained by illustrations that will please, and thereby render attractive to the scholar what would otherwise seem dull and uninteresting. This done, and the great labor of the teacher is well nigh accomplished, there only remaining for him the pleasant duty of directing the mind, and of regulating the habits of study, instead of spending so much time and labor in vain attempts to compel the reluctant mind to feed upon that which it has already learned to loathe.



It was said that the ways, in which the teacher may fail to secure a real interest in study and an earnest attention in recitation, are many and various, and I think the experience of teachers proves it to be true: that, to secure this attention, by awakening a real interest in the mind of the scholar, is of the utmost importance, I think all will admit: but, to overcome at once all difficulties in the way of obtaining this result, is perhaps impossible; yet, to labor hard in this direction, is no less the duty of the teacher, for although all difficulties may not be overcome, yet very many may, and thus far shall the teacher advance toward that perfection, to which he should ever aspire.—

Maine Teacher.

#### EDUCATION.

"To educate youth is to qualify them to discharge with despatch and accuracy, those duties which arise from the relations of reciprocally dependent beings. Such a qualification may be considered an education. And as the prosperity of individuals, as well as the happiness of society, depends very much upon this, there are few things to which parents should be more attentive than to the means employed for the instruction of their children. But among the numerous objects which share the attention of parents, education is rarely found; and the plan of instruction never, perhaps, receives one sound, sober thought. Upon this subject much might be said: in this place, however, I shall honestly notice a few of the many points to which parents should be more attentive. All parents who desire to place their children at school, should propose the follow-

ing questions to themselves before they select a teacher:

1. Has the teacher himself that knowledge which we desire our children should acquire?

2. Has the teacher the *faculty of communicating* his own knowledge to others—and especially to children!

3. Does the teacher instruct because he *likes to teach*, or because he can get nothing else to do?

4. Has the teacher talents to make just *rules*, and judgment to apply them in such a manner as will produce that order in his school which facilitates the progress of his pupils?

5. Can the teacher *speak* the English language with *propriety*?

Much importance should be attached to the teachers's skill in his own language. The instructor who is without a critical acquaintance with the English language, is without that knowledge which every child should acquire at school. It is hoped that the time will soon come, when no one will be encouraged as a teacher of American youth who does not even in his daily conversation, speak the English language with propriety. Every teacher should articulate distinctly, and pronounce according to the sanctioned standard of orthography. He should select his words by the rules of rhetoric, and form them into sentences by the laws of grammar. As the teacher of youth sets examples in speech, which his pupils will generally follow, how important it becomes to encourage such persons only, as speak, and write the language with grammatical precision, and rhetorical purity."

The writer of the above says "for the good of children, I would ask parents to give these remarks a hearty consideration."



## LEARNING TO SPELL.

It is expected of all persons who mingle in society that they have regard to appearances; that they respect not only themselves, but the feelings and wishes of others.

Their shoes must not be left untied, nor down at the heels, nor their stockings about their heels. Ladies must not go with holes in their stockings, nor with dirty collars, nor put awry. And however humble the style of any one, he must be neat and cleanly in person.

And when all these particulars are attended to, they have gained no positive merit. We do not consider that they have gained any credit; it is expected as a matter of course. But on the other hand a want of attention to these common matters is a mark of great negligence; it attracts notice as a slovenly habit, and infers great disgrace. The true rule in regard to dress is, to wear what is naturally befitting the situation in life, the profession and circumstances of the person, so as to avoid remark either way—as too expensive and showy, or as too mean and slovenly—so that it shall not be noticed what we had on. But it is not our object to discuss this matter, but to use this plain matter of fact to illustrate another, to which the same things very well apply, we mean *spelling*. How much bad spelling in the country. Let any one look over, not only the correspondence, and the compositions, of the youths in our boarding schools and colleges; but those of business men; often of educated men; Lawyers, clerks, ministers, teachers, &c.

Let him look in at the Editor's office and examine the advertisements handed in; the communications for publication.

Let him observe the numerous advertisements posted up about the Court House, by authority, and what a multitude of words will he find misspelled.

We have heard of men going to Congress, who could not pen a resolution, or a report, without subjecting themselves to ridicule.

It is so easy to acquire, so common and plain, that it is expected of course that any man, who lays claim to be educated; to have any literary character, should know how to spell correctly his mother tongue. And if he does not, he is liable to be disgraced; just as much as if he were slovenly and careless in his dress.

We would not, for any small sum, be in the place of that man, who having just been married, went on from Alabama to N. Y., with his blooming bride, and booked himself at the Astor House, as "Mr. A. B. Jones and Lady, on a *bridle tower*." If he had learned to spell correctly, he would not have put himself on so high a *tower* of observation. His entry would have attracted very little notice; but as it was, it caused him, to his disadvantage, to be published in all the papers in the country: he gained an unenviable notoriety. We would not for a trifle have been in the shoes of that young preacher, who rose in the midst of a refined audience, and announced for his text, "Right blessed are the dead," mistaking, "Right," for "Write:" and



then went on to say that there was a "right blessedness, and a wrong blessedness," and proceeded to explain the difference between them.

We would not like to be in the place of a certain clerk of a court, who, being directed to prepare an official paper, and submit to the inspection of the judge, was told by the latter, when he had looked it over, "ah Mr. Clerk that will not do; I advise you to go and get you a spelling Book and Grammar."

But in these cases mere correctness in orthography would not have been considered any merit. But the ignorance of such an acquirement, justly brings demerit. And this should be a great spur to incite all children and youth, in their early days to learn to spell; for being for the most part a matter of memory, unless the habit is acquired then, it is seldom done. There are certain things appropriate to each period of life, and when that period is past, other things come in to fill up the time.

As our language is not phonographic; i. e., is not spelled in every case according to sound, there is a difficulty in learning to spell correctly; and it has been often remarked that those who had learned to spell, and had acquired the reputation of good spellers in the common old way of "putting out," the words and going above the one who missed a word, failed when they came to put their knowledge in practice, and use the pen.

But this might be avoided, by requiring the pupil, when the word is given out, to *write* the word on a slate, or black board, at the time that he gives the elements of it. This would make an impression on *the eye*, as well as *the ear*; and when he comes to

write, if he misspells, the form of the word will speak to the eye, and inform him of his fault. He will not then depend on the sound.

A certain writer remarks; "In truth the English language, to a far greater extent than any other, is constructed for the reader, rather than the hearer; for the eye, rather than for the ear." The method mentioned above, is that followed in the instruction of the deaf and dumb, who, of course, are entirely, guided by the eye. But it is our object at present, more to draw attention to the importance of the subject, than to point out the best way of teaching so important an art as spelling.

We invite communications from teachers in different parts of the State, on this subject, and wish them to inform us what method they have found most successful in teaching children to spell. This may be of great profit to some teachers, to be informed of the way which others find the best.

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OPINION OF QUINTILIAN.—  
"He traces the progress of the orator from the very cradle until he arrives at perfection.

He speaks of the importance of earliest impressions, of the parental, especially the maternal care, and illustrates this by the example of Cornelia, to whom the Gracchi owed their eminence; and brings forward, as instances of female eloquence, the daughters of Laelius and Hortensius.

He believes that education must commence, and the tastes be formed, and the moral character be impressed, even in infancy.

The choice, therefore, of a nurse is, in his opinion, as important, as of early companions, pedagogues, and instructors."



## RECEPTION OF GEN. GREENE, AT PETERSBURG.

Any thing relating to the life of Gen. Greene, who acted so conspicuous a part in our State, during the revolution, will be read with interest by almost every one, we therefore copy the following, which many, perhaps, have not seen.—RES. ED.

*“To the Hon. Maj. Gen. Greene—*

SIR: We, the Mayor, Aldermen and Common Council of the town of Petersburg, beg leave to testify our happiness in your arrival at this place, and in having an opportunity of expressing our grateful sense of the signal services you have rendered to America in general, and to this State in particular. Your military character and honorable perseverance, during a long war, merit the highest applause from a people to whose independence you have so ably contributed. By your exertions in the South, the inhabitants were relieved from the calamities of a cruel war, and the enemy, who had ravaged in all quarters, were with a small force confined within the limits of a town. While we look back to this happy period of the war, we contemplate with admiration the events that led to it, the difficulties you surmounted, and the resources you created. Sensible as we are of the great talents that form your character as a soldier, we are no less pleased with your social virtues and agreeable manners, than with your moderation of justice to all parties.

*“To your abilities and eminent services we trust the affectionate*

gratitude of your fellow citizens will be ever mindful, and that the faithful historian will transmit them with honor to all posterity. Finally, we implore the Supreme Being, who has conducted you through so many dangers, to hold you in his protection during a long and happy life.

To which he was pleased to return the following answer :

*“To the Mayor, Recorder, Aldermen, and Common Council of Petersburg.*

GENTLEMEN : This instance of your politeness is the more pleasing as it was unexpected. The war being at an end and my command extinct, this address seems not to be matter of form, but a mark of esteem. The flattering terms in which you express yourselves of my public conduct, displays both your justice and your generosity. In reviewing the calamities that are past, and contemplating the pleasures to come, I feel a happiness in distress. For though I am oppressed with difficulties created by public necessity, and though I have too much reason to think they will cloud, if not embitter future life, yet as they have contributed to public happiness, it serves to soften private misfortune.

The compliment you pay to my social character and the solicitude you express for my future protection, merit every acknowledgement which a generous nature can feel, or a grateful temper return, and such I wish to offer.

I am, gentlemen, with the



understood *why* they were punished until after punishment was administered. Whatever the wrong, it is the duty of the parent to exhibit to the mind of the child the true nature of the wrong, and its relation to himself, his friends and his Maker; and with a calm, unruffled temper, and with such a spirit of *love* that the child will view him, not as a *judge*, but as a friend. It is the duty and within the power of parents to do this, but it will require care and patience.

But when should this sympathy begin? With the first breath of the child. "As the twig is bent the tree's inclined," is emphatically as true of the natural world. All things at first, to the infant, appear the same, but gradually as the faculties of his mind become developed, he makes the discovery that everything possesses a distinct individuality. It is the same with the sense of feeling, and experience alone teaches to distinguish between things which afford pleasure and produce pain. Equally so is it with the sentiments of the soul. At first, a cross or a kind word are alike regarded, but ere long the tiny drum which conducts the sound from the ear to the heart can instantly distinguish harsh, upbraiding sounds from the gentle words of tenderness and love. How quickly the mother's sympathy dries up the tears and dispels the sorrow of her infant child, and how quickly, too, it learns to interpret her every look, and distinguish, to a certain extent, between right and wrong. At this time, to a great degree, is the foundation of the child's character laid, and how important that it should be a correct foundation.

The plastic mind is in a condition to receive impressions from

whatever influences it may be subjected to, and the parent should endeavor to throw around the child influences for good, that the first impressions may be pure and heavenly. One thing is positive, unless good influences are thrown around the child to mould and shape his course, bad influences will occupy the ground, and it is much more difficult to eradicate a wrong principle once seated, than to prevent its first entrance. This principle of parental sympathy must become with every family a vital principle before we can expect the youth of our land to adopt high and noble sentiments, and act on the broad platform of justice and truth.

Such a sympathy, full and complete, is a duty every parent owes to himself, to his children, and to God. If he turns away, and refuses to perform it, he shows himself unmindful of one of the most important duties of life. If he grapples with it, and presses on to the accomplishment of this great end, he proves himself a benefactor of his race, though no silver-toned trumpet proclaim his name to the world.—*R. I. Schoolmaster.*

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They who read about everything are thought to understand everything, too, but it is not always so. Reading furnishes the mind only with the materials of knowledge; it is thinking that makes what we read ours. We are of the ruminating kind; and it is not enough to cram ourselves with a great load of collections—we must chew them over again.

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The most secret acts of goodness are seen and approved by the Almighty.



## GRAMMAR OF NATURE.

Nature is an unbound volume. Its language is subject to grammatical classification. In the grammar of language, objects and actions are the fundamental ideas; so are they in the grammar of nature. That rose is an object; it buds, blooms, dies. That elm, waving its bending arms, salutes the passing breeze, and, with its reverend head bowed low, honors the flight of the storm king. Yonder sun bursts the gates of morning—illumines the day, retires amid the amber gray of evening, revealing ten thousand sparkling objects, worlds glowing, revolving, acting. The deep blue ocean, ploughed by its living currents and scooped to its lowest depths by the tempest, piles its mountain billows against the rock-bound shore, and surges, and heaves, and wraps the tiny ship in its dark, cold breast.

Again, the clouds, those airy forms, which are robed in nature's beautiful light, and zoned by heaven's bright bow, or from whose bosom the frenzied lightnings flash and glare, and the loud thunders roll, even they float the pearly dew-drop, and pour upon the earth priceless treasures. Thus everywhere in the grammar of nature, as in language, *there are objects and actions, or nouns and verbs.*

These also have their modifiers. The brook flows not through the meadow unmodified—the eagle cleaves not the air unimpeded—the lion roams not earth's plains unrestrained—the king of day pours forth his glory through forty-five miles of atmosphere, from which the clouds extract a thousand hues—the planets march in

majesty through yon ether, bound by myriads of golden chains. One pebble dropped into the stream, leaping from the mountain summit, decides the course of a mighty Amazon. Egypt, were it not flooded by the Nile, would be a *crocodile hot-bed*, against which the classic Mediterranean would dash its indignant foam. No fruitful gardens would be there—no majestic Thebes—no sphinxes or pyramids filled with sculpture and art, would ever have immortalized Herculotus or a Martineau. *Earth, water, gravity, air, light, heat, electricity, all act as natures modifiers.*

But she has her moods. By her indicative she declares herself in euphonious language—speaks in the verdure of spring—in the paintings of May—in the brightness of the heavens—in the grandeur of the mountains—in the sublimity of the tempest-driven ocean—in the smiles that play upon the human countenance—in the sparkling eye and in the bright flashes of the human intellect—on earth, in the mind, in heaven, anywhere, everywhere throughout the boundless universe she speaks, declaring her might, perfections, harmony, and beauty.

She has her imperative mood.—She demands obedience to her laws, commands the heavens to frown, and the mad sea to be calm. She also entreats—at sunrise, when the wind is low, and the birds are carolling their songs, the *trees* with their leafy harps discourse sweet music and send rainbow-gleams of gladness through the heart. Then too, the morning-glory, discloses her beautiful face, and the moss-



rose opens its crimson lips sparkling with the nectar that falls from heaven, and speaks to us in silent eloquence. Many are the voices, breathed in the melody of nature, entreating us to come and dwell with her in sweet communion.

Nature also has a potential mood.—The force that binds together the earth and moon, though half a million of miles intervene, is powerless compared with that which elevates the growing oak. Neither can *this law* bind the heart, nor restrain the feelings, nor chain the spirit. It is *possible*, it is *probable*, it is *certain* that there is a higher power—yes, there is an *infinite*. Infinite as seen in the boundless creation—infinite as beheld in the tints of the flower—infinite as mirrored on the intellect and heart of man—infinite, throughout infinity.

The *tenses* of nature are marked by geological periods—by the revolutions of planets—by the last spark of a burning star as it goes out in darkness—by heart-throbs that send life gushing through the veins. Life is a present tense, death a past, eternity a future.

Connectives also abound in nature. There is a relation between the mouldering clay and the green leaf, between flower and fruit, sun and earth, matter and mind, intellect and spirit, between man and God.

Nor is this volume without syntax. The sciences are all sentences connected by golden links. The rocks are united by chemical attraction—continents by oceans—the whole earth a magnificent sentence—a gorgeous temple—its dome the bending heavens—God the syntactical arranger and architect—the earthquake, death, exclamations, nature's emotions.

And has this volume no rhythm,

no poetry? There is poetry in the eloquence that breathes in the zephyrs or thunders in the storm—poetry in the painted landscape and on the moonlit ocean with its dancing waves—poetry in the seasons as they march to heavenly music—poetry more than the mind can comprehend—yet enough can be comprehended to electrify the soul. Either as we revisit the scenes of our youthful idleness, or as we sail with Bryant among the western lakes, listening to his sweet woodnotes which he learned among the green hills of Berkshire, or as we tread with solemn delight the banks of the Avon, where sang the poet of the human heart—the silent and beautiful hills—the calm flowers and forest foliage—the clouds touched by the finger of morn and eve, and the star-decked canopy of nature may mirror themselves upon the soul. “But while this muddy vesture of decay doth grossly close us in,” much of their poetry is lost to us.

We can only look up through *one star-beam*, as it falls through time's night, and long for spirits' wings and glorified visions, that we may comprehend its infinitude.—*Challen's Monthly*.

**WORTH REMEMBERING.**—It is not what we earn, but what we save, that makes us rich. It is not what we eat, but what we digest that make us fat. It is not what we read, but what we remember, that makes us learned. All this is very simple but it is worth remembering.

Nearly all the great men have passed through adversity; it is a stern but salutary school.



## ON THE STUDY OF GEOMETRY.

We propose in this paper to throw out a hint concerning the study of Geometry, which has escaped the notice of authors on this science, though it may have received the attention of teachers. Our purpose is to present matter which is practical, rather than that which is profound.

The object of a liberal course of study in the mathematics is to develop the faculties of abstraction, reason, and imagination. Few, of the many who pursue these studies, ever make any practical use of them, beyond the discipline and strength thereby acquired. It should therefore be the aim of those who direct the studies of pupils, to arrange the course of instruction so as to secure the most complete development.

Most of those who study geometry as it is taught in our seminaries and colleges, simply aim at acquiring a just conception of the several steps in the demonstrations, as they are set down in the text-book. This course, if thoroughly pursued, will vastly strengthen the reasoning powers. But from this alone does not result that high order of discipline, which ought to be gained by the study of this noble science.

The pupil should, in addition, be required to construct the series of syllogisms necessary to establish the demonstration, from that which enunciates the theorem, back to the axioms or demonstrated propositions on which the proof rests. This would serve to quicken the powers of analysis and generalization, in which con-

sists richness of thought. The bearing of each step in the demonstration would thus be clearly discovered, and the beauty of the proof would be apparent.

But learning the demonstration of a proposition as it is given in the book, or even constructing the syllogisms which are implied in the proof, will not improve the imagination. Hence the pupil should not only be required to learn the demonstrations given, but to construct them for himself. A text-book properly prepared should furnish the demonstrations of only a portion of the propositions; the remainder should be enunciated, and the pupil required to exercise his ingenuity in discovering the proof of them.

I will illustrate my idea with an example. Suppose the text-book to furnish the demonstration of the celebrated forty-seventh proposition of Euclid, and following it the enunciation of this.

*Theorem.* The triangles, formed by joining the exterior angles of the squares erected on the three sides of a right-angled triangle, are equivalent.

It is asserted that the three triangles thus formed are equivalent; it is required to prove it. The imagination is now set to work. The inquiry is at once suggested. May not the three triangles thus formed be each equivalent to the original triangle? If they are, and we can succeed in proving it, our object is attained. Some such inquiry as this must first be started. The imagination reaches out for an hypothesis; and this process must be continued until we



have a theory which we can prove. We may discover the correct theory, and still not be able to construct the demonstration; but we can never construct the demonstration till we have the theory. Franklin, in his discoveries in electricity, was obliged to start with the inquiry, Is not the electrical spark identical with the flashes of lightning? This was his hypothesis, and, after repeated experiments, he succeeded in proving it true.

We thus perceive that the same

faculties are required for the discovery of a geometrical demonstration as are employed in making discoveries in any of the sciences. If pupils were required to construct demonstrations for themselves, while pursuing the study of geometry, their powers of original investigation would thereby be greatly improved. We sincerely hope that teachers may not only talk about this subject in their lecture rooms, but may make a practical application of it in their classes.—*Math. Monthly.*

#### AN OLD THOUGHT IN A NEW DRESS.

A shell, from Ocean's coral caves,  
Upon a sandy shore,  
Tossed by the hollow-moaning waves,  
Murmurs for evermore  
Of its beauteous home, with its gleaming walls  
Of pearl so fair.  
Its haunted groves, its pillared halls,  
And wonders rare.

This human soul is a curious shell  
From Eternity's sea,—  
On Earth's low shore it is doomed to dwell,  
And a moment to be;  
In its innermost heart there are murmurs, too—  
A passionate moan:  
And ever it pineth, with love most true,  
For its far off home.

#### A GRAMMATICAL PLAY UPON THE WORD THAT.

Now *that* is a word which may often be joined,  
For *that that* may be doubled is clear to the mind,  
And *that that that* is right, is as plain to the view,  
As *that that that that* we use, is rightly used too,  
And *that that that that that* line has it, is right—  
In accordance with grammar is plain in our sight.



## WHAT IS TRUE EDUCATION ?

Hugh Miller, the well known geologist, who died lately in Scotland, was a prominent instance of what true education does for a man. We say true education, because though he had never studied in a college, Hugh Miller was educated, in the highest sense of the term. In other words, not only was his mind thoroughly disciplined, but whatever he learned at all he completely assimilated, so that it became his own. His career shows what energy, perseverance and industry, can do for a man born under the most unfavorable circumstances; for though originally but a poor lad, though only a journeyman stone mason till after his majority, he rose to one of the most prominent men of Great Britain—a writer of acknowledged ability, and the leading editor of a principal party in Scotland. In his "Autobiography," published a few years since, he has left a narrative of his boyhood, which is worth almost its weight in gold to young men about beginning in life. Had he written nothing else, he would have left, in that work, an invaluable legacy to his race.

For, nowhere, not even in the autobiography of Franklin, is the great truth so forcibly illustrated, that all men who have become eminent, owe their success less to school-masters than to themselves. It is self-discipline, after all, that wins the battle. There were thousands of youth, cotemporary with the boy, Hugh Miller, enjoying every advantage of education, and many of them possessed of no inconsiderable ability, who never figure in after life, while the poor lad, whose principal teacher was nature, who pos-

sessed no books but a Bible, and who consumed some of his best years in hewing stone, rose to become famous in both letters and science. This distinction he achieved by omitting no opportunity of acquiring knowledge. It was in quarrying stone in a wild district, for example, that he made the world-renowned geological discovery which upset the brilliant but delusive theories of the famous "Vestiges of Creation," and achieved his own reputation. His fellow workmen enjoyed the same opportunity of winning this great distinction, but they let the fossil fish, which settled the problem, pass unnoticed; and so they died, or will die, unknown stone masons, laboring at a half a dollar a day, while the decease of their companion, fills two continents with grief.

Another thing is proved by the career of Hugh Miller. It is, that it is better to master a few books, than to read carelessly a dozen libraries or more. To be plain, study is valuable, not merely for the facts it gives a man, but for the habit of thinking it imparts. He who voraciously swallows volumes never gives himself time to digest his intellectual food. He becomes, consequently, a mere smatterer. He understands no principles. Learned as he thinks himself he is without knowledge. He is really worse educated than the man who has read but few books, provided those books were good ones, and have been thoroughly assimilated. Hugh Miller never left a book till he had made it completely his own. What Hugh Miller did, every man who would become great in literature has but



to do, whether born poor, like Miller, or bred up with every advantage of schools and colleges. Men who wish to be really educated must study for themselves. The hill of knowledge can not be climbed by deputy. Hence the difference in securing an education between the rich man's son and poor man's, is less than is generally supposed. In truth, the self-reliance which limited circumstances give to a lad, may almost be considered to counterbalance the advantages which fortune bestows. It is a striking fact in confirmation of this, that most of our great men have been born poor. Young men should think of this.--*N. Y. Teacher.*

#### AN IMPORTANT SUGGESTION

*To indigent young persons seeking an education.*

Young persons often, of noble spirit, prefer to depend upon themselves in getting an education, though deficient in means.

They dislike to depend upon benevolent funds; it is a delicate matter to ask for a loan when not able to give security; it is a slow process to raise funds by teaching before they get an education.

To stop in the middle of their course to make money is a great disadvantage, and a loss of time. It may be of use therefore to suggest a plan which has been successfully pursued; and by which, without any delicacy, and with feasibility, they may borrow what they need, give security, and pay up afterwards. Let them, when they enter college, or at that stage in their course, which they can reach without aid, obtain a *policy* of Life Insurance, for the amount they may need; this, if they are

in general good health they can obtain, I suppose for two per cent on the amount; Let it run for as many years as they may want, after they are graduated, to make the money; This they can put into the hands of some man, who has funds to loan, as his security. If the young person dies, in the time the man has his money; if he lives, he will be able to make it in a short time. And the same time, after graduating, is worth more than twice as much as before he commences his college course.

E. F. R

A TRUTHFUL AND CHEAP BAROMETER.—Take a clean glass bottle, and put in it a small quantity of finely pulverized alum. Then fill up the bottle with spirits of wine. The alum will be perfectly dissolved by the alcohol, and in clear weather the liquid will be as transparent as the purest water. On the approach of rain or cloudy weather, the alum will be visible in a flaky spiral cloud, in the centre of the fluid, reaching from the bottom to the surface. Thus a cheap, simple and beautiful barometer is placed within the reach of all who wish to possess one. For simplicity of construction, this is altogether superior to the frog barometer in general use in Germany.

The educational statistics of the United States show that there are four millions of the youth of this country connected with the various educational institutions in the different States in the Union. Their teachers number more than one hundred and fifteen thousand. The annual current expenses are estimated at about \$14,000,000.



## Common School Department.

**THE FRANKLIN GLOBE MANUAL** an Aid to the Uses of the Artificial Globe in illustrating the First Principles of Geography and Astronomy. Troy, N. Y.—Moore and Nims.

This is a small cheap work, but it contains much that is valuable. Our teachers and school committees would do well to examine it, if indeed its intrinsic merits as a text-book for teaching the use of the globes have not already attracted their attention. But it is not alone in the school room that the tiny "Manual" is useful; it is useful wherever there are artificial globes, or even one—the terrestrial or the celestial together with an intelligent person to illustrate the plain and simple rules which it furnishes.

Since this little book recalls to our mind the fact that the great utility of artificial globes in studying geography and astronomy is not appreciated in this country, we will here make some remarks on the subject which may not be unworthy the attention even of the better educated portion of our readers. All who have traveled are aware that there is no respectable school to be met with in Europe without at least one pair of globes; and very few respectable families—in fact no families of taste and culture. In this country geographies and atlases abound, while globes are "few and far between." What makes this the more remarkable is, that in every other respect we are a very practical people—a people who are proverbial for economizing time. If we are building a house, a

bridge, a ship, or making a railroad, we are impatient until the work is finished; nor are we a whit less in a hurry with the education of our children. We wish at the same time that they would learn at least a smattering of everything; yet we compel them to spend months nay years, learning from maps, geographies, &c., what they could learn in a few days—certainly a few weeks by the aid of a pair of globes; and what is more, the geographical and astronomical knowledge gained by the latter means makes an enduring impression.

It will not do to tell children that a map of the world represents our globe. At best they can only obtain confused notions from the former, as to the relative distances of countries from any given place, and false impressions thus made are not, as we all know more or less from experience, easily removed in after life. But apart from the time spared by the use of the globes, and the definite accurate ideas which they imprint almost indelibly on the youthful memory, they enable the student to solve a variety of curious, interesting, and useful problems, whose solution need not be attempted on mere maps. Thus, on the terrestrial globe alone, the following problems, with many others, may be performed in a few minutes: The hour being given at any place, to find what hour it is at any other place; to find the Sun's declination, and where it is vertical at any given hour; to find where the Sun is rising or setting;



when it is noon or midnight; to find the Sun's meridian altitude; to find all places at which a lunar eclipse is visible at any instant, &c., &c. On the celestial globe, upon the other hand, we can with equal facility find the latitude and longitude of any star; and what is called the star's place; the time when any heavenly body rises, sets or comes to any particular meridian, &c., &c.

Need we say that the solution of problems of this kind, when performed with so little trouble, is well calculated to stimulate the ambition of the young student? Indeed, the fact is obvious; it must therefore be admitted, that however much money we may devote annually to the purposes of free education, until globes are more generally introduced and practically used in our schools, our system of instruction is defective.—In short, there is scarcely a book, nay a newspaper we read, in which we do not find something that the globes or one of them would aid us not a little in understanding, or appreciating. For example, the very earliest writers, sacred and profane of whose works we have any remnants left, speak of the constellations. We find Orion, Arcturus, the Pleiades and Mazzaroth mentioned more at once in Job; other constellations are spoken of by Homer and Hesiod, and the great poets of modern times, including Dante and Milton, have followed their example.

Why, then, it may be asked, are globes comparatively so little used in this country? Is it because they have to be imported and are consequently too expensive? By no means. No such excuse can be made by our school committees, or by American parents or guardians, for there are

as good, accurate, elegant and cheap globes manufactured in this country, by the publishing firm of Moore & Nims, Troy, N. Y., as are to be found in any part of the world—globes that are always engraved up to the times, so as to embody the most recent explorations and discoveries. There are six different sizes of these fine American globes, each size presenting several varieties of styles of finish and mounting. The smallest has a diameter of six inches, while the diameter of the largest is thirty inches, the intermediate sizes being ten, twelve, and sixteen inches, and we perceive they are sold at prices varying from \$3.25 to \$150. We may remark that the sixteen inch globes give the isothermal lines of temperature and the deep sea soundings.

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**BE PATIENT WITH THE LITTLE ONES.**—The process by which some children learn is very slow and tedious. What some will comprehend clearly and readily can be understood by others only by much patient effort. A few words of kindness and of encouragement, will often, have a wonderful effect in "waking up" mind and inspiring confidence; but a frown or a harsh expression, will have a most withering influence on some minds. Therefore, treat the little ones kindly and tenderly, and thus lure them into the paths of knowledge. If they have come into school possessing some unlovely and unlovable traits, it may be owing to wrong treatment out of the school-room. If such is the case, a course of uniform and persevering kindness on your part, will win them over to better ways and more pleasing habits. But it can not be



done in an hour or in a day. It must be a slow process, and one which will tax your patience. But sow the seed faithfully and constantly. In due time it will spring up and bear abundant and rich fruit. "Ye shall reap if ye faint not."

#### THE COMMON SCHOOL.

No institution amongst us can be dearer to the hearts of the American people, more deeply enshrined in the precious memories of their forefathers, and more congenial to all their patriotic hopes for the future, than the common School—the School supported by the common fund of the people, and open, in common to all the children of the people.

If we have an institution in America, which is essentially and intensely American, in its spirit and design, in all its tendencies and results, combining beautifully the three great elements of republicanism—liberty, equality, fraternity—that institution is the common school.

If there is any one efficient source of influence in our country which is calculated to break those antipathies and animosities, that separate the rich and the poor, to act as a check upon those sectarian jealousies that divide us as christians, and to break down those distinctions of language and nationality that arise from the different European races composing our population, so as to bind us all together in the bonds of a common brotherhood, it is that influence, of early, universal, and ceaseless operation, which goes out from the common school. We cannot but think that the saddest day which could dawn on this fair land

and these glorious institutions of our fathers, would be that in which our common school education should cease, and leave the children of America to grow up under the unchecked influence of all those antagonisms of wealth and poverty, of religious sects, of political parties, and of different races, which now distinguish and curse the nations of Europe. As it is, these bitter waters are, in a manner, healed with us at the fountain head, by casting the salt of a common education, a common patriotism, and a common christianity into our common schools.—*Dr. L. J. Halsey.*

**VALUE OF SYSTEM.**—The life of Dr. Noah Webster affords a striking illustration of the value of system. When a young man, he conceived the idea of producing a new dictionary of the English language. Having determined to make this the great work of his life, he set about preparing himself for it, by an extensive course of study. Year after year he laboured on in patient obscurity, exploring the fields of literature and science, and gathering and arranging the materials for his great work. Everything he read, or studied, or accomplished, had a bearing on the great object of his life; and this was the grand secret of his success: "Method," says his biographer, "was the presiding principle of his life."

Sophistry is like a window curtain—it pleases as an ornament; but its use is to keep out the light.



## NOTES AND QUERIES.

## BUT AND NOT BUT.

*Messrs Editors* :—Your correspondent from Aspinwall, in the Observer of March 25, has started an interesting inquiry as to the two forms of language, 'I cannot but hope,' and 'I can but hope,' which in his view are used indiscriminately, while one appears directly to affirm the opposite of the other.

My theory on the subject is the following :

1. The original meaning of the particle *but* (by out—with out) is *without, except* ; as in the phrase 'all but one,' i. e. all *except* one.

2. The particle retains this same meaning in both the phrases under discussion.

3. There are two expressions, viz : 'I can *not* but hope,' with the emphasis or logical stress on the negation, and 'I can't *but* hope,' with the emphasis on the exception, the negation being slurred over.

4. The negative particle sometimes falls out, not arbitrarily indeed, but only when the negative is slurred over or unemphatic.

5. This suppression of the index of negation has its analogy in other languages ; as, for example, modern Greek *then*, for ancient *outhen*, 'not' or 'nothing.'

I propose to illustrate the difference of the two forms of expression :

'There is *none* good but one, that is, God ; therefore call not men good.' Here the emphasis or logical stress is on the negation.

'There is *but one* good, that is, God ; therefore acknowledge his absolute goodness." Here the emphasis is on the exception.

'I saw *no* person there but one,' the question being about another's being there. Here the emphasis is on the negation.

'I saw *but one* person there,' the question being about his being alone. Here the emphasis is on the exception.

'I can *not* but hope he will get well,' although I do not expect, much less believe that he will. Here the emphasis is on the negation.

'I can *but hope* he will yet get well,' that is, I do not despond. Here the emphasis is on the exception.

For a more extended view of this subject, I beg leave to refer to my *Philological Studies*, p. 161, 162, a small work lately published by Messrs. Durrie and Peck, of New Haven. J. W. G.

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THE ROCKY MOUNTAINS.—The old idea that the whole region of the Rocky Mountains North of the fortieth parallel is a sterile region; presenting an almost unbroken icefield ; is completely refuted by Gov. Steven's explorations. One of the officers of his party, Lieut. Stanton, says in his report : "I find that my previous ideas of this Rocky Mountain range are, so far as this section is concerned, entirely erroneous. Instead of a vast pile of rocks and mountains almost impassable, I find a fine country, well watered by streams of clear cold water, and interspersed with meadows, covered with a most luxuriant grass."

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True goodness is like the glow-worm, it shines most when no eyes, except those of heaven are upon it.



## Pages for the Young.

### THE CALICO CLOAK.

"Have you seen the new scholar?" asked Mary Lark, a girl of twelve or fourteen years, as she ran to meet a group of school-mates who were coming towards the school house; "she cuts the most comical looking figure you ever saw. Her cloak is made out of calico, and her shoes are brogans, such as the men and boys wear."

"Oh, yes, I've seen her," replied Lucy Brooks; "she is the new washerwoman's daughter. I shouldn't have thought Mr. Brown would have taken her into the academy; but I suppose he likes the money that comes through suds as well as any. It is cleaner, of course."

And the air rang with the loud laugh of the girls.

"Come, let us go in and examine her," continued Mary, as they ascended the steps of the school house. "I'm thinking she will make some fun for us."

The girls went into the dressing-room where they found the new scholar. She was a mild, intelligent looking child, but very poorly tho' tidily clad. The girls went around her, whispering and laughing with each other, while she stood trembling and blushing in one corner of the room, without venturing to raise her eyes from the floor.

When they entered school they found the little girl was far in advance of those of her age in her studies, and was placed in classes with those two or three years her

senior. This seemed, on the whole, to make those girls who were disposed to treat her unkindly dislike her the more; and she, being of a retiring disposition, through their influence had no friends, but went and returned from school alone.

"And so you really think," said Mary Lark, as she went up to the little girl a few weeks after she entered school, "that you are going to get the medal? It will correspond nicely with your cloak!"

And she caught hold of the cape, and held it out from her, while the girls around joined in her loud laugh.

"Calico Cloak get the medal! I guess she will! I should like to see Mr. Brown giving it to her!" said another girl, as she caught hold of her arm, and peeped under the child's bonnet.

The little girl struggled to release herself, and, when she was free, ran home as fast as she could go.

"Oh, mother," she said, as she entered her mother's humble kitchen, "do answer Uncle William's letter, and tell him we will come to New York to live! I don't like to live in Bridgeville. The girls call me 'Calico Cloak,' and 'Brogans,' and you don't know, mother, how unkindly they treat me."

"Lizzie, my dear," said her mother, "you must expect to meet with some who will treat you unkindly on account of your poverty; but you must not be discouraged. Do right, my child, and



you will eventually come off conqueror."

Although Mrs. Lee tried to encourage her child, yet she knew that she had to meet with severe trials for one so young.

"But, mother, they are all unkind to me," replied Lizzie; "there isn't one who loves me."

And the child buried her face in her hands and sobbed aloud.

In Bridgeville Academy there were a few selfish, unprincipled girls, and the others joined them in teasing the little "Calico Cloak," as they called her, from thoughtlessness, and from a love of sport. But they knew not how deeply each sportive word pierced the heart of the little stranger, and how many bitter tears she shed in secret over their unkindness.

Mrs. L., learning that the scholars still continued their unjust treatment towards her child, resolved to accept her brother's invitation, although he was a poor man, and become a member of his family, hoping that while there, her child could continue her studies, and perhaps, through his influence, lead a happier life among her schoolmates. Accordingly, at the end of the term, she left Bridgeville, and removed to New York. Although Lizzie had been a member of the school but one term, yet she gained the medal, and it was worn from the academy beneath the despised garment.

Weeks, months, and years glided away to the students of the Bridgeville Academy, and the little "Calico Cloak" was forgotten. Those who were at school with her had left, to enter upon the business of life.

Twelve years after Mrs. Lee and her daughter left town, a Mr. Maynard, a young clergyman came in-

to Bridgeville, and was settled as the pastor of the village church. It was reported at the sewing circle, the week following his ordination, that it was expected that he would bring his bride into town in a few weeks. There was a great curiosity to see her, and, especially, after it was reported that she was a talented young authoress.

A few weeks after, Mr. Maynard gratified their curiosity by walking into church with his young wife leaning on his arm. She was a lady of great intellectual beauty, and everybody (as they always are at first) was deeply interested in the young minister and his wife.

The following week the ladies flocked to see her, and she promised to meet with them at the next gathering of the sewing circle.

The day arrived, and although it was quite stormy, Mrs. Deacon Brown's parlor was filled with smiling faces. The deacon's carriage was sent to the parsonage after Mrs. Maynard, and, in due time it arrived, bringing the lady with it. The shaking of hands that followed her arrival can only be imagined by those who have been present on such an occasion.

"How are you pleased with our village?" asked a Mrs. Britton, after the opening exercises were over, as she took a seat beside Mrs. Maynard.

"I like its appearance very much; it certainly has improved wonderfully within the last twelve years."

"Were you ever in Bridgeville before?" asked another lady, as those around looked somewhat surprised.

"I was here some months when a child," replied Mrs. Maynard. Their curiosity was excited.

"Have you friends here?" asked a third, after a moment's silence.

"I have not. I resided with my



mother, the widow Lee. We lived in a little cottage which stood upon the spot now occupied by a large store, on the corner of Pine street."

"The widow Lee?" repeated Mrs. Britton; "I well remember the cottage, but I do not recollect the name."

"I think I attended school with you at the academy," replied Mrs. Maynard; "you were Miss. Mary Lark, were you not?"

"That was my name," replied the lady, as a smile passed over her features at being recognized; "but I am really ashamed that my memory has proved so recreant."

"I was known in the academy as the little 'Calico Cloak.' Perhaps you can remember me by that name."

The smile faded from Mrs. Britton's face, and a deep blush overspread her features, which in a few moments was seen deepening upon the faces of others present.

There was a silence for some minutes; when Mrs. Maynard looked up, she found she had caused considerable disturbance among the ladies of her own age, by making herself known.

"Oh! I remember very well when the little 'Calico Cloak' went to the academy," said an old lady, as she looked up over her glasses, "and I think, if my memory serves me right, some of the ladies present will owe Mrs. Maynard an apology."

"I had no intention whatever, ladies," replied Mrs. Maynard, "to reprove any one present by making myself known; but, as it may seem to some that it was my intention, I will add a few words. Most of the younger ladies present will remember the little 'Calico Cloak;' but no one but the wearer knows how deeply each unkind word pierced the little heart that beat beneath it. And as I again hear the old

academy bell ring, it brings back fresh to my mind the sorrows of my childhood. But let no lady mistake me, by supposing I cherish an unkind feeling towards any one. I know that whatever the past may have been, you are now my friends.

"But ladies, let me add, if you have children teach them a lesson from my experience, and tell them to treat kindly the poor and the despised. A calico cloak may cover a heart as warm with affection, and as sensitive to sorrow, as one that beats beneath a velvet covering. Whenever you meet a child who shows a disposition to despise the poor, tell it the story of the 'calico cloak;' it will carry its own moral with it."

"That is the shortest, but the best sermon I ever heard," said the old lady, as she put her handkerchief under her glasses; "I do not believe its moral effect will be lost upon any of us."

The old lady was right. The story went from one to another, until it found its way into the old academy. At the very time a little boy was attending school there, whose mother was struggling with her needle to give him an education. The boys often made sport of his patched knees and elbows, and he would run sobbing home to his mother. But when the story of the "calico cloak" reached the scholars, the little boy, (for he was naturally a noble-hearted child,) became popular in school; and the children, from that time, were very kind to "Little Patchey," as he had always been called.

When Mrs. Maynard heard the story of "Little Patchey," she felt that she was well repaid for all she had suffered in childhood.



## A THOUGHT FOR THE YOUNG.

We see a great deal of misery in the world, but much of it men bring upon themselves by their own behavior, which they might have foreseen and avoided. The circumstances of these natural punishments particularly deserving our attention are such as these: That oftentimes they follow or are inflicted in consequence of actions which procure many present advantages, and are accompanied with much present pleasure;—for instance, sickness or untimely death is the consequence of intemperance, though accompanied with the highest mirth and jollity. That these punishments are often much greater than the advantages or pleasures obtained by the actions of which they are the punishments or consequences. That they are often delayed a great while, sometimes even till long after the actions occasioning them are forgot; so that the constitution of nature is such, that delay of punishment is no sort nor degree of presumption of final impunity. That, after such delay, these natural punishments or miseries often come, not by degrees, but suddenly, with violence, and at once.

Though youth may be alleged as an excuse for rashness and folly, as being naturally thoughtless, and not clearly foreseeing all the consequences of being untractable and profligate, this does not hinder but that these consequences follow, and are grievously felt throughout the whole course of mature life. Habits contracted even in that age are often utter ruin; and men's success in the world, not only in the common sense of worldly success, but their real happiness and misery, depends in a great degree, and in various

ways, upon the manner in which they pass their youth; which consequences they, for the most part, neglect to consider, and perhaps seldom can properly be said to believe beforehand.

It requires also to be mentioned that, in numberless cases, the natural course of things affords us opportunities for procuring advantages to ourselves at certain times, which we can not procure when we will, nor ever recall the opportunities if we have neglected them. Indeed, the general course of nature is an example of this. If, during the opportunities of youth, persons are indocile and self-willed, they inevitably suffer, in their future life, for want of those acquirements which they neglected the natural season of attaining. If the husbandman lets his seed-time pass without sowing, the whole year is lost to him beyond recovery.—*Butler's Analogy.*

## MEDICINE FOR STUDENTS.—

When Dr. Griffin was Professor in Andover Theological Seminary, he invited the students to his room, and told them that he had observed they were growing thin and dyspeptic from a neglect of the exercise of Christian laughter, and insisted that they should then go through a company drill in it. He was a very large man, over six feet in height, and of magisterial manners. Breaking out into a sonorous laugh, he fairly obliged his pupils, one by one, to join, till they were all almost convulsed. "That will do for once," said he; "and now mind you keep in practice." The doctor was practising upon the principle of Solomon, who said: "A merry heart doeth good like a medicine."



## Resident Editor's Department.

THE SECOND VOLUME OF THE JOURNAL.—The Committee appointed, by the State Educational Association, to make the necessary arrangements for the continued publication of the Journal, met in our office on the 23rd of October, and made the preliminary arrangements for the next year, so far as such arrangements can be made, until those who wish to see the Journal prosper let us know what they are going to do for its support.

The Journal is the property of the Association; should any profits arise from its publication they go into its treasury; and if it is not sustained, the Association must bear the losses. The action of the committee will of course bind the Association, and we therefore call upon all the members to exert themselves and endeavour to prevent the Association from being encumbered with a debt. Let each of our readers try to send us five or ten subscribers, at ONE DOLLAR each, and we will be able to pay all the expenses of publishing the Journal and may have a surplus. We would like to have as many subscriptions as possible sent in by the first or middle of December, that we may know how many copies to have printed. We would not like to have two thousand copies printed and get but one thousand subscribers, nor would we like to have but one thousand printed and have orders for two thousand. The committee determined to make the subscription price ONE DOLLAR when five copies, or more, are ordered at one time and for all additional copies ordered afterwards, and TWO DOLLARS for a single copy, because they


feel sure that any one who wishes to extend the circulation of the Journal can easily get four of his friends to subscribe.

DIRECTING LETTERS.—One of our correspondents recently sent us a letter directed as follows:

*"Greensboro' N. C.  
Editor Journal Education."*

On this point he remarks, that, since Post Masters, in sending letters, need to notice nothing but the name of the Office to which the letter is directed, if this were always placed first and made most prominent, perhaps fewer letters would be missent. We think the plan would have the desired effect, if generally adopted.

While on the subject of letters, we would say to our correspondents that it is very necessary to write *distinctly* the name of the Post Office to which they wish papers or letters sent. We have recently received several letters dated "\_\_\_\_\_county—1858," without giving the address at all. In some cases we were able to discover the office from the post mark; but in one case at least we were compelled to send the Journal to the Court House of the county, while the office of our correspondent may have been in a remote part of the county.

 See fourth page of cover for Prospectus for 1859.



**NEW EXCHANGES.**—We welcome to our list of exchanges the *Mathematical Monthly* and the *Alabama Journal of Education*, both commencing their career with the October Number.

It has been our intention to give our readers a list of all the Educational Periodicals that we receive, and make some remarks upon the character of each, that they might form some idea of what our sister States are doing in this particular, but other engagements have hitherto prevented. But when a new Journal makes its appearance we feel disposed at least to greet it as one of the brotherhood.

To those of our readers, who desire to keep pace with the advancements of the Science of Mathematics, or who delight in the study of this noble science, we would say—subscribe for the *Mathematical Monthly*, J. D. Runkle Editor, Cambridge, Mass. \$3 per annum, in advance.

The *Alabama Journal of Education* is handsomely gotten up and is filled with well written and instructive articles. It is Published at Montgomery Ala. Noah K. Davis, Resident Editor. \$1 a year, in advance.

An erroneous impression seems to have been made on the minds of our readers, including even some members of the board of editors, in regard to the number of contributions sent for the pages of the Journal. They seem to think that we are always supplied with a large number of articles, from which to make selections; but such is not the case; we have but one very short one in reserve for the next number, although we must begin to supply the printers with copy in a few days. Then let us hear from you; do not longer delay sending that communication that you have, in your own mind,

been promising us for so long. If we think it suitable, we will publish it; and if not we will be no less thankful for the good will manifested in sending it.

**THE SOUTHERN BISHOPS.**—We have received from Mr. J. M. Edney, Publisher, N. Y. a lithograph containing the likenesses of all the Bishops of the M. E. Church, South, which he proposes to send, free of postage, to any person remitting \$1.

**A PROFESSORSHIP.**—Any Institution wishing to secure the services of an able and experienced Professor of Languages, may send communications to the Editor of the Journal, and they will be forwarded to one, who can furnish testimonials of the highest character, from many of the best scholars and ablest Professors of our State, and who is desirous of changing his locality.

**UTILITY OF SINGING.**—It is asserted and we believe with some truth, that singing is a corrective of the too common tendency to pulmonic complaints. Dr. Rush an eminent physician, observes on this subject:—"The Germans are seldom afflicted with consumption; and this, I believe, is partly occasioned by the strength which their lungs acquire by exercising them in vocal music, for this constitutes an essential branch of their education."

The music master of an academy has furnished me with a remark still more in favour of this opinion. He informed me that he had known several instances of persons who were strongly disposed to consumption, who were restored to health by the exercise of their lungs in singing.



# THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. I.

DECEMBER, 1858.

No. 12.

## THE PRESENT PARTICIPLE, USED PASSIVELY.

"*The House is being built.*" This mode of expression is becoming quite common, particularly in the public newspapers. It is beginning to be regarded as the appropriate form for the passive participle, when denoting present time or continued action. It is liable however to several important objections.

1. It appears formal and pedantic. There is a stiffness about it. The easy and natural expression is, *the house is building.*

2. It is not found in the Common English version of the Bible. See John 2, 20. "Forty and six years was this temple in building." 1. Pet. 3. 20. "While the ark was a preparing." Also 1. Cor. 1. 18: 2. Cor. 2. 15: 4. 3. Rev. 21. 24., where there was occasion to use this participle. \*

Indeed it is of quite modern origin.

3. The words, *being built*, thus used have a different meaning from what they have in the sentence, *the house being built, will be rented.* There, is no reason why the same words used as an attribute, and as a predicate, should differ in meaning. There is nothing in the phrase which fits it for this new

use. The difficulty, which lies in the nature of the past participle, still remains.

4. It has not, so far as I know, the support of any respectable grammarian."

To the above remarks of Prof. Gibbs, we add:

1. K. 6. 7., "and the house, when it *was in building*, was built of Stone, &c., \* \* \* \* *while it was in building.*"

Noah Webster published an English Grammar in 1831, in which, under Rule XXXVI in a note, he remarks; "The participle in-ing, though strictly active in its signification, is not unfrequently used by modern authors in a passive sense; as—more living particles are produced—than are necessary for nutrition or for the restoration of *decomposing* organs;" that is organs undergoing decomposition.. "From which coloric is *disengaging*"—that is undergoing the process of separation. "The number is *augmenting* daily." "They seemed to think Cæsar was *slaying* before their eyes rather than that he was slain." "The nation had cried out loudly against the crime while it was *committing.*" "My lives are reprinting."



Hugh Miller in the Testimony of the Rocks, page 279, has, "Ages beyond tale or reckoning has this temple of creation *been in building*." And, page 348, "during the 120 years in which the ark was *in building*."

Bullions, in Latin Grammar, Sec. 44. says, "The mode of forming a present passive by such expressions as, 'the house is being built,' 'the work is being done,' 'the general is being wounded,' is a recent and clumsy innovation. *On examination it will be found as incorrect as it is barbarous and inelegant, and should therefore be avoided.*"

But notwithstanding all that Grammarians can say against it, there is reason to fear that it is so much in vogue that it will henceforth be regarded as established. The old original form appears to

have been what we find in the Bible, and in the quotations from Hugh Miller. The participle governed by a proposition. "The house is a building," where *a*, is not the article, but the remains of a preposition. "In some cases a contraction of the Teutonic *ge*, as in asleep, &c. Sometimes it is a corruption of the Saxon *on*; as again, from *ongean* &c.

Before participles, it may be a contraction of the celtic *ag*, the sign of the participle of the present tense; as, *ag-radh*, saying; *a-saying*, *a-going*, or this may be a contraction of *on*, or, what is equally probable, it may have proceeded from a mere accidental sound produced by negligent utterance." See Webster's Quarto Dictionary under Letter A.

E. F. R.

#### B U D S .

Folded in its tiny leaflets,  
Unrevealed to mortal eyes,  
Many a flower most sweet and graceful,  
In its modest beauty lies,  
Waiting but the charming sunshine,  
And the gently falling dew,  
To ope its matchless beauties  
To the world's admiring view.

And the child—its hidden graces—  
Like the bud with folded leaves,  
Linger but for smiles and sunshine  
Which a friendly face can give,  
Ere they burst the clasping petals,  
Ere the human bud expands,  
And reveal the wondrous favors  
Given by Eternal hands.



## PROFANITY.

Teachers and Clergymen, whose labors are necessarily confined chiefly to the schoolroom or study, can hardly be supposed to know how general is the use of profane language. This habit is daily spreading itself into all grades of society. That stage-drivers, horse-jockeys, gamblers, liquor-drinkers, sailors and other rambling classes, utter an oath with almost every breath, we all know; but that men of learning, refinement, and high standing in their respective neighborhoods are equally confirmed in this foolish and sinful habit, is not so generally known. Though it is humiliating to assert it, yet it is true that some of our best men, who never utter an oath in circles to which it would be offensive, indulge in the habit daily in companies that expect to hear swearing. It may perhaps be safely affirmed, that one-half of the boys and young men of our State, have fallen into the habitual use of profane language.

It is proposed to speak of swearing in this place only as an unbecoming and ungenteel habit, its sinfulness being left to those who can treat of it more appropriately. What can a man possibly gain by the use of an oath? Will any man believe another's assertion the sooner by his swearing it is true? Certainly not. If swearing in any way involve one's truthfulness or sincerity, it is safer to assert it militates against either much more than it argues for it; for, in general, the man who never utters an oath, will be more generally respected and more readily believed than he who clinches

every assertion with an oath.

That swearing is a mark of want of refinement, is sufficiently established by every one's observation, that hardly any man who places a high estimate upon his character, ever ventures to use an oath in the presence of ladies, at social entertainments, or in public assemblies. That the habit prevails almost universally amongst the lowest classes of society, is a very strong argument against it; for these cultivate the virtues of society infinitely less than the vices. Another evidence that swearing is a bad habit, is that persons are almost sure to resort to it when they become so enraged as to lose control of their tempers; for men in anger do evil, not good.

Considered, then, merely as a habit, the use of profane language is ungenteel and offensive, because it is not tolerated by the best society; it is a bad habit, because low and vicious persons most usually adopt it; and it is to be detested by all good persons as emanating directly from anger, drunkenness and other vicious habits.

We believe this habit to be a great drawback to true refinement. It is a crying evil, and needs to be repressed by the united efforts of all persons of refinement and piety. We think it the especial duty of teachers to use such means as will most effectually banish it from schools. Boys are imitative beings, and the habit of swearing is not less contagious than other bad ones. It would be difficult to estimate the influence for evil, that one swearing boy may exert in a school. That no



one shall use profane language at school is an established rule, and no violator of it should be allowed to escape punishment. It is not submitted that corporal punishment would be the best or only means of eradicating the habit in all cases. Perhaps the largest number of boys could be most effectually prevented from falling into the habit at all, by prudent admonitions from the teacher, and by having the indecency and vulgar nature of the habit fully set before them. Let them, if possible, be convinced that swearing is ungenteel, the mark of a bad character in general, degrading to the scholar and high-toned gentleman, and embraced universally by the low, mean classes of society, and most of them will assuredly avoid it.

A heavy responsibility rests upon those who hold high places in society. Two thirds of the great lights of this country, especially those in the practice of Law and Medicine, are habitual public swearers. These professional men do not swear in the presence of ladies or ministers of the gospel, because they well know the indecency of the habit, and do not wish to violate the rules of good society; but when they go into assemblies, or rather groups, where swearing is practiced and even popular, they then often show themselves as fluent in swearing as in other modes of speech. This is bad, very bad. There is no truth in the sentence, "when we are in Rome, we must do as Rome does." Let no man suppose for a moment that he may in any case be excused for *doing wrong*. Do these men ever reflect that the eyes of aspiring young men are constantly upon them, and that they thereby become their exemplars? We

fear they do not. Those swearing men who are in a degree genteel and refined, (and they are many,) must be set down as falling far short of *perfect gentlemen*.

To young men who wish to be considered ornaments to society, we would say, avoid this habit as shameful. Respect for the laws of good society, respect for yourselves, the depraving nature of the habit, alike require you to shun it as a contagion. To practice the virtues of fathers and superiors is well, but let us in no instance adopt their follies and vices.

R. H. B.

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IGNORANCE.—There was a time when ignorance could scarcely be called a vice. In the dark ages, ignorance was a matter of necessity with the great bulk of mankind; and we ought rather to pity the mistaken notions and rude ferocity of manners to which that ignorance gave rise, as inevitable consequences of a cause over which our ancestors had no control, than to ridicule the former, or declaim against the latter. But in the present enlightened state of our country the meanest among us has no excuse for being ignorant. To the poorest and humblest, means of information and improvement are now accessible which in the earlier and dark ages did not exist, even for the wealthy and noble.

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A beautiful little blue eyed girl of three years old, was nestled in her mother's arms, at twilight looking out at the stars. 'Mother,' said she, 'it is getting dark.' 'And what makes it dark?' asked her mother. 'Because God shuts his eyes,' replied the little one.



## THE TEACHER'S REWARD.

H—— was a stubborn, willful, stupid lad—people said so—his parents told him so. He was taught to believe it, and was treated as such by his teachers. He expected and provoked a flogging the first day of each term; his mates looked for it as a matter of course. He was hard-hearted, insolent and aggressive to his fellows, and thoroughly hated by them all. The girls of the school all feared him, and to only *one* did he yield the homage of a kind look or word. He pelted the rest unrelentingly with snow balls, tripped them as they passed him, and made himself generally obnoxious. Occasional gleams of sunlight were seen to issue from among the clouds of his character. They dazzled and astonished all. The winter of 18— came. The old school-house at the corners had been repaired—had received its twenty-fifth annual scouring and scrubbing by the buxom maids of the district; circular pieces of tin had been nailed over the knot-holes, the windows had been repaired with putty and fragments of glass from the windows of the house of the ruling trustee, who charged the district with money paid for good glass, and replaced the fragments from his own window with the glass purchased for the district. The house had been 'banked' high, new legs had been inserted where missing, in the high hemlock slab seats, and loose ones wedged, a new broom had been purchased, and a new tin cup. Old Uncle Seth Slipshod had newly bottomed the chair, a huge piece of chalk was in possession

of the trustee's eldest daughter, who would have the distinguished honor of formally presenting it to the new, young and handsome school-master (not the writer,) who had been hired at twelve dollars per month, and said trustee's daughter was duly instructed, by the first trustee and his wife, to urge the teacher's acceptance of their hospitality the first week, and to "make his home" there ever after.

Monday morning, the 15th of November, came. Whoever knew the winter term of a school in the country to commence without there having been a snow storm the night before? We never did. The boys were gathered in groups about the door, exhibiting their new jack knives, sharpening fragrant cedar pencils, boring holes in the end of huge slate crayons, indenting the newly fallen snow with their boot-heels, and watching for "the master." "He is coming!" and he came; school was called. Our hero, H——, followed the teacher closely and boldly into the house; he attracted the teacher's attention; he always was able to do so, in some manner. During the first hour the teacher saw, but did not *seem* to see the maneuvers of H——. The name of each scholar had been taken, their studies and the text-books they had chosen, their proficiency investigated. H——had chosen a seat which caused him to be the last scholar questioned. In the meantime he had been studied by the teacher. His name was asked and given; given in a much more respectful manner than was expected;



his text-books examined. The teacher found him a long way behind other boys of his age. Asked him if he had never read in the '3rd' or '4th reader.' "No." Did he like to study? "Not much." Why? "Could'nt understand it." "The teachers had explained his lesson to him?" "Tried to, but never made out much." "Other scholars understood the teacher?" "Yes, but the teacher had no patience with him." "But it is the teacher's duty to be patient?" "Well, I am a fool any way," said H—, and two large, round, glistening, water-balls rolled down his brown cheeks. "Oh, no, I can convince you, you are capable of accomplishing as much as any one in this school-room, and (said the teacher in a low tone) I want to talk with you at the desk, during recess." H— was thoughtful the balance of the half day. A certain pair of blue eyes opposite his seat, looked sympathizingly and encouragingly into his own. He felt their influence. The writer can not say how much that influence affected his successful career as a student that winter, and his after success as a man of the world. Neither can he assert that he has ceased to feel that influence.

Recess came; H— called on the teacher. The conference was a long and earnest one. We will allow the reader to listen to some of the teacher's words to the boy.

"H—, when I first saw you this morning, I saw you were a boy of no ordinary character. I did not then know the direction of your mind or the extent or character of its accomplishments."

"There are one or two important matters that we must mutually de-

cide upon before we commence the winter's work."

"I want you to regard me as your friend, as well as a teacher, and in both these relations I desire your confidence. You say, you desire to learn, and will labor hard to do so. You *must* labor hard, and there is nothing you can not accomplished if you *will* to do it, and I am sure you *have* the will. To do this, and succeed in your studies, you must labor to secure the friendship of your associates; no one can study successfully with a bad temper, or with any other than kind feelings towards his mates. Make your conduct and deportment such that you may respect yourself, and others will respect you; self respect is necessary to success in *any* enterprise, and especially, in self cultivation. Remember that your mind is immortal, and that there is no limit to its purposes; that you may be all that you admire in others. But remember that you can not, and ought not, to labor to prevent the advancement of your friends, with a view to build yourself up. He is most noble who most values the friendship, love and respect of others. An enemy is no advantage to any one, and *may* be an injury. His enmity will soon cease if he discovers it produces no effect. Hence, you should seek to do him good; your reward will come; remember it is necessary. Do not regard the student's life as one of monotonous tread-mill labor—an eking out of all your vital energies in search of some wand of fabled and versatile power. Take recreation, but do not allow it to be debasing in character. If you need exercise, take it, but let it be such as shall peril no one's friendship or person; let your whole demeanor



exhibit your desire to rise, and you will find aids where you least expect them, wheae they were unlooked for—friends among those who hated you, and happiness to which you are a stranger."

Much more was said by the teacher, but we have given an index of its character. There was a new light burning in the eye of H——; its dark earnest depths revealed a purpose—a worthy resolve. There was no more exemplary and studious scholar in that school that term. We can not give space to tracing the path of H—— during the years that have intervened since then.

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Two weeks ago, the student and teacher met again. Years had elapsed since they had seen each other. The teacher holds a high place in the gift of the people, and given him by the *people*, not by *party*. The pupil is a responsible officer in a worthy corporation, and his name is well known as a capitalist.

"Sir, I owe to your kindness, discretion, and capacity as a teacher, all I am or can ever hope to be. I shall never forget the circumstances which proved the turning point in my life—which gave me my present position, in place of a desperado's name and fate. I have learned the responsibility of the teacher, and how great his power to harm or do good. It is sadly under estimated. I shall never forget the lesson of love you taught me; I trust I have profited by it. Children are not taught it enough, either by precept or example, by parent or teacher."

This was the testimony of the PUPIL. The TEACHER has his reward.—*Emery's Journal of Agriculture.*

WHY WE HAVE NO THUNDER IN WINTER.—Prof. Espy, in his fourth Meteorological Report, thus explains why we have no thunder in winter:

"If it is asked why we have no thunder in the winter, though the tops of the storm clouds rise even in this season to a region where the air is at least considerably charged with electricity, perhaps the answer may be found in this—that the storm clouds in the winter are of great extent, and of course the tension of the electricity, being extended over a very large surface, is very feeble; and the substance of the cloud being itself framed out of vapor much less dense than that of summer clouds, this tension may not be able to strike from one particle of the cloud to the next adjacent one; no general discharge can take place. Besides; even in the winter, during a very warm spell of weather, with a high dew point for the season, we sometimes have a violent thunder storm from a cloud of very limited horizontal extent, *as the thunder clouds always are in the summer.* Such a cloud is in reality an insulated pillar of hot air, mingled with condensed vapor, having just given out into the air itself its latent caloric, causing the air at the top of this cloud, in many cases, to be 60° warmer at its top than the air on the outside at the same level."

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PLATO observes that the minds of children are like bottles with very small mouths; if you attempt to fill them too rapidly, much knowledge is wasted and little received; whereas, with a small stream, they are easily filled.



## UNCLE SAM'S SCHOOL.

## A PARODY—WRITTEN FOR THE SCHOOLS.

PARODIES are usually not worth printing, but the following is an exception. It is worthy not only of printing, but of re-printing and circulating to be sung in our schools. Let the teachers take the hint.

Of all the institutions  
In the East or in the West,  
The glorious institution  
Of the school-room is the best.  
This is room for every scholar,  
And our banner is unfurled,  
With a general invitation  
To the people of the world.

Then come along, come along, make no delay,  
Come from every dwelling, come from every way,  
Bring your slate and books along, don't be a fool,  
For Uncle Sam is rich enough to send us all to school.

Come from where the mighty waters  
Of the broad St. Lawrence flow;  
Come from Florida and Kansas,  
Come from Maine and Mexico.  
Come and welcome to the school-room,  
From the wide Atlantic shore,  
To the golden region, where they hear  
The old Pacific roar.

Then come along, &c.

We will read, and spell, and cipher;  
Write, and think when thoughts are free;  
And in study, with attention,  
Carve a noble destiny.  
Our motto is *Excelsior*;  
And with our motives true,  
We will leave the world the wiser  
When we pass our life-time through.

Then come along, &c.

Our fathers gave us liberty,  
But little did they dream  
Of the great results to follow  
In this mighty age of steam.  
With the match of Education  
All the world is set on fire,  
And we knit our thoughts together  
With a telegraphic wire.

Then come along, &c. !

While Europe's in commotion—  
Her monarchs in a fret—  
We are teaching them a lesson  
Which they never can forget,  
Ah! this they fast are learning,  
Uncle Sam is not a fool;  
For the people do the voting—  
And the children go to school.

Then come along, &c.

The wise in every nation  
Are joining, heart and hand,  
To spread the love of knowledge,  
And of freedom o'er the land;  
And Uncle Sam is anxious  
That his children all should be  
Of the wisest and the bravest,  
And most worthy to be free.

Then come along, &c.

Come join our swelling numbers,  
And advance with us along—  
We will all in friendly union,  
Sing in wisdom's way a song;  
Until every land re-echo  
With the free and joyous call,  
Come ye to the fount of knowledge—  
There's a welcome for you all.

Then come along, &c.

*R. I. Schoolmaster.*



## THE DAYS OF THE WEEK.

It is, no doubt, the common belief that as our ancestors received the sacred Scriptures, on their conversion to christianity, so they received the practice of dividing time into weeks of seven days, unknown to the ancient Greeks and Romans.

Such appears not to be the fact: but that the division itself, and the heathen names of the days of the week, were in use by our Anglo-Saxon ancestors before their conversion to christianity. The Jews had no names for the different days, except the sabbath. It is a singular fact that the division, and the names we daily use, came from a source far east of Palestine, and that they date even farther back, than the existence of the nation of the Jews. A certain writer says, "The Hindeos have the division of weeks, the same as the Hebrews, and they have the days separately named, which the Hebrews had not.

There can be no question that the division itself was from the Mosaic record, or rather from the facts which the Mosaic record contains.

The ancestors of the Hindoos doubtless had this mode of dividing time before the Jews were a distinct people. The mere mention of the fact of this manner of reckoning time being in use among that people at a period of remote antiquity, is sufficient for our purpose. Yet the fact is clothed with additional importance, when we consider that separate names were first given to the different days of the week in India, and that those names are the same as

now in use among the Anglo-Saxon nations of Europe.

It is well known that these names of the days of the week are those of the sun, moon, and the Saxon names of the five planets known to the ancients, viz: Mercury, Venus, Mars, Jupiter, and Saturn. Now the evidence appears to be conclusive, that these five planets were first discovered and named in India; and that their names, with those of the sun and moon, were given to the seven days of the week. The names of the planets, according to several authors, occur in the Vedas, which existed in their present form 1300 or 1400 years before the commencement of our era.

And from astronomical data, they received their present names about 1425 years before Christ.

The names of the planets in the Sanskrit language, are the names of the deities in the Hindoo mythology, which correspond to the deities designated by the names of the same planets in Grecian and Roman mythology and likewise in the mythology of the nations of northern Europe, whence originated the elements of the English language, and consequently, the English names of the days of the week." Bib. Sacra, Oct. 1858.

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SCHOOL STUDIES.—Had I the choice of only four things to be taught my children, they should be: 1. To sing well: 2. To read well: 3. To write well: 4. To sketch well. Perfection in these will earn their possessor a main-



tenance in any country, and will enable him to amuse himself or entertain a company, whether it be under a rock in the desert, or upon a crag in the sea.—*Hall*.

#### HOW TO FILL A COLLEGE.

There are two very diverse methods of filling a college with students. One is adapted to immediate effect. The other has a permanent operation. The former accomplishes its purpose, by making it easy for the student to gain access to the college, and even to any stage of advanced standing; by not making the examinations of the classes so strict as to rule out any who have once gained admittance; by rarely cutting off any for disorderly conduct; by making its course of instruction popular and dazzling, rather than solid and useful; by conferring degrees on all who can be kept in the institution, till the appointed time of receiving their testimonials of literary merit. This system of measures has its intended effect for a time.

Who would not enter a college in which the terms of admission and continuance and graduation, are so accommodating?

But there is another side to the account. The graduate who has been hurried into, and over his collegiate course, when he enters a professional seminary, or goes abroad among men of solid attainments, has occasion to measure himself with those who have been substantially taught, and discovery that there is a difference between a partial and a thorough education; that as he has conferred no great honor on his diploma, it has conferred little on him; that distin-

guished scholarship is not the result of hasty and superficial study. Parents also, who have sons to be educated begin to inquire, whether there is not a difference between one seminary of learning and another; whether all diplomas are of equal credit in public estimation; whether labor-saving Colleges, like many patented machines, do not turn out articles of secondary value: whether that which costs little of either money or study, is not cheap, in more senses than one. PRESENT DAY.

#### CONSTANT OCCUPATION FOR PUPILS.

What at present is the master's greatest hardship? What is the cause of his great weariness, almost his despair? Is it not the noise, the trouble and disorder that reigns in the classes? Is it not the insubordination of the scholars; the necessity that exists, of constant reproof, scolding and chastisement, the difficulty of instilling instruction in their minds, in consequence of their inattention and dissipation, and their distaste towards all labor or occupation?

Well, then, if by the means of a few preparatory lessons, if by little attentions of a nature no more important, but more intelligent, we succeed in shedding agreeable interest over education, and thus initiate them into a taste for study; if we increase the qualities of application and assiduity in our pupils, and obtain more of their attention during the lessons, more ardor and consequently, greater and more rapid progress with less noise in class, more order and silence, shall we not have purchased, at a very small preliminary



price, a great degree of satisfaction and comfort? Will not these advantages accrue to our profit as well as to theirs?

Let us note, however, the great step that is due to the children in the attainment of these results. If we have prepared the way, they followed. If we have less cause for chastisement and punishment of all kinds, if we are no longer forced to dwell an interminable time upon the same lesson, if we are less exposed to the necessity of repeating explanations and advices, such as have been bestowed already hundreds of times, it is due to the fact of our pupils having become less talkative, less turbulent; that they are more attentive, more industrious, more persevering; that they have put themselves under constraint to conquer those faults and inclinations, so natural to their age. If we have practised efforts, so have they, and after all, theirs should be considered before ours, for, on our side, we were assisted both by judgment and reason.

We do not in the slightest degree, pretend to deteriorate from the merit of those teachers who continue to support discipline in their classes, by increased application and labor. Still less should we remain blind to the trouble that they must have in obtaining such a result. That trouble must be immense in the majority of schools, we do not hesitate to speak the word for it truly expresses the case.

The greatest obstacle towards the maintenance of discipline in schools is owing to the absence of employment with the chief number of scholars. It is an immense obstacle and whatever we have advised, so far, we freely admit falls short of the difficulty.

To fully comprehend the magnitude of this obstacle, it were necessary to be a teacher and have conducted schools; to have seen the masters laboring under the difficulties of their task. To see, in at least four fifths of the primary schools, the master surrounded by some fifty or sixty scholars, from the child who can scarcely speak, not having yet received any culture whatever and who, for the first time, leaves his father's roof and his mother's care and caresses, up to the youth who is just terminating his course of instruction, and is about to select a calling, therefore who demands steadier and more careful tuition; to see him alone, teach all those children differing in age, character, disposition, intellect and even of different sexes; obliged to pass continually from one division to another, from one kind of lesson to another of a different kind, to treat the same subject in several different degrees and ways, according to the age and capacity of his hearers, forced to humble himself with the little, and a few moments later to elevate the same instruction up to a par with the intelligence of the most advanced, torturing his mind to become all to all so as to be within reach of each one even in the same division; constantly pre-occupied not only with what he is saying to those those who are listening, but also with what he must next say to those who are in waiting; preparing as it were the second lesson during the delivery of the first: attentive to bring every thing within time's proper limit, and whilst teaching obliged to keep his eye fastened from time to time upon the hands of the clock, because five minutes too many to one lesson are five minutes stolen



from the one that must follow, and are so much of weariness to one and of indolence to the other division; then whilst his mind is upon the stretch to explain, to demonstrate, to rebellious understandings, or to follow up the tasks and seize the answers of a group of children so as to check and correct their mistakes, obliged to steal his look around, to lend his ears to the slightest disturbance, to watch over every scholar to the remotest corner of the class, to reprove this one, urge forward another, to answer one at his elbow, send that other to his place, to see himself interrupted some twenty times in the space of a quarter of an hour, it were indeed necessary as we have said, to have personal experience of these things or at least have weighed them well to understand them to their full extent.

We repeat that these difficulties are immense, and we should consider ourselves grateful to those who, by dint of intelligence, zeal and devotion to the cause, contrive to overcome them. But let us not be surprized if the number who do so succeed and in a very imperfect manner be but small, whilst there are many who fail completely.

The great obstacle to the maintenance of discipline lies in the diversity of ages, intellects and degrees of instruction required, because it is almost impossible for one man alone to give occupation at one and the same time to so many scholars, the greater number of whom, are still beginners and therefore incapable of going through any exercise unaided. With this number lies the great cause of disorder in almost every school, and a most pernicious in-

fluence is created over every other member of the class-room.

But how shall we occupy young children who do not know how to read, who are even ignorant of their letters and consider their alphabet-book only as an object for the amusement of their fingers, to twist and tear by bits! When the master has given to these children their hour or half-hour's lesson their share for the day, the question is how to occupy their attention, whilst he attends to the other divisions. We have seen nothing provided to meet this exigency in any of our schools. What is the consequence? Those scholars fall into the deepest weariness and hold school in aversion, and notwithstanding the master's most earnest endeavors and solicitude to the contrary, it will continue to be so considered.

How can a school be expected to progress favorably under such a condition of things? In spite of even the best disposition on the part of the children, their state of idleness, the greater portion of the day, will inevitably betray them into the little weaknesses of their age and temperament, they will begin to talk, become restless, tease and annoy each other, stretch themselves on their benches, tables or upon the floor. The master's attention is thereby re-called from another quarter, he stops in his duty to re-establish order here; he scolds, shouts, threatens and chastises; he is obliged to leave his place to come and separate some who are fighting, and to quiet the quarrelsome, or to order others into punishment.

During these moments of excessive noise and turbulence among the younger, the senior ones avail themselves of the confusion to interrupt order in their turn, under



the belief that they will escape discovery. Besides, these older ones are seldom or never occupied as they should be, the first division generally gets enough occupation, but the others are very often without it, or else it is neither sufficiently varied or interesting to fix their attention. Therefore, the slightest interruption to the master is a signal for dissipation among these. Whilst he is busy giving the lesson, he is continually obliged to turn and chide the smaller ones, the others, in the meantime, wait and stand idle, and avail themselves of the opportunity to talk and interrupt order in their turn. Chit-chat and waywardness soon become the practise of the school, and the difficulty and trouble required to reclaim it from this habit is inconceivable.

But what remedy can there be, against inconveniences that are due to the greater portion of the school being left idle and inactive?

One alone, and this is occupation! a due and proper employment of every hour of the time. The system of education should be so organized in our schools, the lessons and exercises so appointed, the scholars so classed, an intelligent selection and division of the duties with such a due and fit attention to time that not a scholar in the class be left one moment unemployed. Setting aside fear, there is no other method known for maintaining discipline in schools, and that we know from experience to be quite inadequate, a palliative to the case rather than anything else.

But how or in what manner shall this constant employment of time be organized, will be asked by the greater number of teachers? They will perhaps add that they have tried it very often, but al-

ways without any satisfactory result.

It is indeed most difficult to organize the employment of every hour's time in primary schools, particularly in those that are under the direction of but one master which is the case with the greater number. Estimating as we do the full importance of the question on behalf of the master as well as of the pupil, we will proceed to examine the means that lead to a good employment of time and to a regular organization of education in schools.

We trust that in this we will be of service to teachers, and will be able to prove to them all the interest we bear them in the execution of their arduous functions, by reducing as much as we possibly can the difficulties of their task. If according to our own experience we succeed in generalizing the employment of time in the schools, we will esteem ourselves as having added another step towards the attainment of discipline.

If we have studied the subject of discipline such as should exist in the class, it is because it holds greater importance there than elsewhere, for the children are present in primary schools only during the class hours, and what remains, is to be regarded rather as a question of good breeding than of discipline. Besides, when discipline is attained in class, a great step has been gained and when we shall have succeeded in making of our scholars, children desirous of application, silent, orderly, industrious and obedient, it will be only when we shall have embraced those measures for instilling them with a taste for occupation and for school, by rendering it an agreeable sojourn to them, it will be when we shall have endeavored to inspire them



with that affection which makes them lend a glad and willing ear to our words and counsels, when finally we shall have brought them under the influence and exercise of that spirit of good feeling, which is in itself an earnest of our own towards them and one also full of promise for the future. We may entertain every hope of children under such subjection and such guidance; we have led their steps and taken up ours at the entrance of the right path, and all that now remains is to continue in it.

We said, with truth, at the commencement of this article, that discipline in schools was principally one of education and method.

In conclusion to the above, we may add the remark that the foundation of discipline is moreover almost entirely beyond the reach of those ways and means generally practised heretofore, but, on the contrary, resides in what has been considered as foreign to it.

We sought to inspire fear, while we should love and be loved. The school was the centre of weariness, of repulsion while it should be made one of attraction and love to the scholar.

Its little inmates are required to be peaceable, quiet, docile to the strict observance of silence, so that the classes may proceed without interruption in their several duties and the greater number, of whom so much is expected, are left in idleness throughout the greater part of the day, consequently abandoned to a sense of distressing weariness and, at the same time, are denied the action of body or limb, one of the most vital demands of their growing years.

If we wish for success in any of the foregoing points we must observe an opposite direction to that already followed.

If, therefore, we would recapitulate the best means of founding discipline in a school, we would do so in the following few words: love the children, interest and occupy them.—*L. Canada Journal.*

#### A MOST SINGULAR CHARACTER.

We extract from the memoirs of the Life and Roscoe, the following very curious account of a human phenomenon, which has no equal in the records of philology.

Nearly at the same time with the illustrations of the Life of Lorenzo de Medici, the little memoir of an extraordinary person appeared, under the title of a "Memoir of Richard Roberts Jones, of Aberdaron, in the County of Caernarvon, in North Wales, exhibiting a remarkable instance of a partial power and cultivation of intellect." This most singular person, who is still living, and who continues to display a love of learning and an extent of erudition seldom exhibited within the walls of schools or universities, united with a want of common sense amounting almost to idiocy, and asqualidness and wretchedness of appearance of which a common mendicant would be ashamed, was first introduced to the notice of Mr. Roscoe in the early part of the year 1806. The impression which his extraordinary appearance and acquirements made upon Mr. Roscoe at this time is described in the following letter to Dr. Parr, who had unfortunately left Allerton just before the appearance there of the Welsh scholar:

"Your letter found me in conversation with one of the most extraordinary beings that ever occurred to my notice—a poor Welsh



fisherman, as ragged as a colt, and as uncouth as a any being that has a semblance of humanity. But beneath such an exterior is a mind cultivated not only beyond all reasonable expectation, but beyond all probable conception. In his fishing boat on the coast of Wales, at the age of a little more than twenty, he has acquired the Greek, the Hebrew, and the Latin Languages, has read the Iliad, Hesiod, Theocritus, &c., studied the refinements of Greek pronunciation, and examined the connexion of that language with the Hebrew. He reads Latin with the utmost facility, and translates it into either Welsh or English. I asked him if he knew Italian? Yes, he could read it. I spoke to him in French; he answered me, and we carried on our conversation in that language.

He is well disposed, modest, truly pious, and intelligent, but in his exterior motions he is certainly like no other creature on earth. He has just entered the room with a wallet of books in all languages, and on my speaking to him, saluted me with a sort of courtesy instead of a bow. Yet the expression of his features speaks his mind; and, if shaved and decked he might not appear so frightful as at present. He has now left the country, where he says he is persecuted, and thrown himself upon our benevolence, of which he thinks he had some proof on one of his visits here with some fish.

This extraordinary being was immediately taken by Mr. Roscoe under his protection. His rags were replaced by decent clothing, and a comfortable bed was prepared for him at night. So little however, was he accustomed to the usages of civilized life, that in-

stead of getting into the bed he crept under it. Such, also, was his attachment to the squalid habits in which he had lived, that it was with the utmost difficulty he could be persuaded to submit to those absolutions which were absolutely necessary to render a near conversation with him agreeable or indeed safe.

At Allerton many persons of distinguished learning had an opportunity of witnessing the extraordinary attainments of Richard Roberts, who never failed to leave an impression of the singular powers of his intellect upon their minds. It was during the visit of Mr. Cone and Mr. Parr at Allerton, in the year 1813, that the following incident related in the memoir occurred:—

One of his friends happened to have a party to dinner, several of whom were persons of considerable literary distinction; when, by the misunderstanding of a message after dinner, the door opened, and to the equal surprise of both the host and his guests, Richard entered the room, his whole dress and appearance being grotesque in the highest degree. The curiosity of the company was excited; and, after the mistake to which his introduction was owing had been explained, he was asked several questions in French, to which he gave ready and correct answers. The conversation was then changed to Italian, in which he acquitted himself with equal readiness. To this succeeded an inquiry into his knowledge of Latin and Greek, in which languages he read and translated some passages to the satisfaction of the persons present. One of the party then proceeded to examine him more particularly, when the following dialogue occurred:

*Q.* As you seem to have made



no little proficiency in languages, pray tell me what means you take in acquiring a language?

A. It is according to what the nature of the language is.

Q. How would you set about acquiring a modern language?

A. If it was Spanish, for instance, I would take a vocabulary of the language, and examine what words correspond with or resemble the words in any other language with which I was acquainted; as, for instance, the Latin, French, or Italian, and those words I would strike out of the vocabulary, learning only such as were the original or peculiar words of the Spanish tongue; and then, by the assistance of a grammar, I should soon be able to attain a knowledge of that language.

All the party admitted that this was a most judicious and excellent method; and Richard withdrew, with expressions of approbation from all present.

It was a previous day, during

the same visit, that Richard had an interview with Dr. Parr, who immediately plunged into the darkest recesses of ancient learning. The refinements of the Greek language, and the works of the critics who had illustrated it, were entered into, and gradually the conversation changed to the Hebrew, its peculiar construction and analogous tongues. Here Richard evidently had the advantage; and after an attempted inroad into the Chaldee, the doctor rather precipitately retreated, leaving a token of his liberality in the hands of the poor scholar. Richard, being afterwards asked what he thought of the learned person with whom he had been conversing, replied, "He is less ignorant than most men."

Many are the singular and amusing anecdotes recorded of Richard in his memoir, which concludes with a short comparison between the subject of it and the famous Moses Mendelssohn and the learned Magliabaci.

#### THE ANGEL OF YOUTH.—A SCHOOL SONG.

There is an Angel whose name is Youth,  
Whose home is a glorious shrine,  
Where Virtue and Learning and Science and Truth,  
Are worshiped as things divine.

She comes, and her beautiful feet dispel  
The shadows from wisdom's way,  
And kindle the colors of morn to dwell  
Perennial through the day.

She sings, and the voice of the fairest star  
Which sang in the heavenly throng,  
Is wafted to earth from the Throne afar  
In the sweetness of her song.

She smiles from the scholar's baffling page  
And throbs in his buoyant heart,  
And her kiss is a spell from the sense of age  
And a shield from the truant's art.

She leads an army of twinkling feet,  
Amid childhood's glow and grace,  
Henceforth like a spirit to hold her seat  
And reign in this beautiful place.

—Taunton Gazette.



## HOW TO GOVERN A SCHOOL.

*How to govern a school* is a vital question to the teacher, yet not to all teachers alike. An assistant teacher, or one who has a small, select, private school, may never be called upon to consider the question of government in the same light as does the teacher of a promiscuous school of a hundred, or several hundred pupils. We have all heard teachers remark, "I like to teach, but not to govern." Now, I think, Mr. President, that every teacher should have something to do in the government of the school, or of the classes, at least. I can not do justice to myself as a growing teacher, or to my pupils, in developing their characters, if I do nothing but hear their recitations.

It is very difficult for one teacher to tell another how he governs his school. A friend once applied for a situation in a Boston school. "Can you govern that school?" asked the Chairman of the Committee. "Yes." "How?" "I can't tell you." "Who says you can govern?" "I say so," replied the candidate. The examination ended. The Committee, satisfied with his confidence in his own ability, wisely omitted details. That teacher was successful. The grand secret of governing is to do it without seeming to govern. The machinery of government should be kept out of sight. Let the teacher commence his work in such a manner that his pupils shall see that what is right and proper is expected as a part of their duty, and what is wrong and improper will not be allowed at all. It is a dangerous business for

a teacher to write out, and read to the school, a code of rules all in the imperative mood. It used to be done, and is now by some, but such rules can not always be carried out, and when they cannot, the government is good for nothing, and amounts to nothing. Cautionness in this respect is, therefore, a very important agency in judicious school government.

The first impressions made by the teacher upon his pupils materially affect his success. He should, therefore, be *gentle, polite, and obliging*. A teacher who is boorish, uncouth, and vulgar, will not secure the sympathy of his pupils, and will not govern them easily. I once knew a troublesome boy who was the pest of the school and of the neighborhood. He had a savage delight in "vexing the teacher," and seldom did a day pass without trouble with him. At length a new teacher entered the school. Days and weeks passed without any of the conflicts formerly so common with this old offender. A schoolmate asked the reason of this wonderful change. His reply was, "That teacher is a gentleman. When I am wrong, he tells me of it, and corrects me; but does not attempt to annihilate me. Bad as I am, you do not suppose me *mean* enough to give him trouble."

The teacher's character should have a decided moral tone. He will then stand high in the estimation of his pupils, and will govern by a kind of magnetic—an unseen influence. From his own personal influence, his pupils will soon become imbued and impressed



with a sense of right, and with such a degree of conscientiousness that will lead them to govern themselves—one of the most desirable objects he can hope to obtain. The teacher, in order to succeed, must have and exhibit unwavering faith in his ability to govern his school. The co-operation of parents must be secured, by convincing them that you are the earnest friend of their children and earnest in your efforts for their improvement and welfare. Where parents are convinced of this, they will sustain the teacher in all reasonable and wholesome discipline. A favorable state of public opinion is also very desirable. To a certain extent it is in the teacher's power to shape public opinion, in this respect, and, most certainly, it is always for his interest. When the public generally feel their responsibility in regard to their schools, and manifest a lively interest in their improvement; when they point to them as the pride of their village or city, and the fountain of good influence to their children and to the world; then the teacher has, in his behalf, an agency that is enviable indeed.—*Mass. Teacher.*

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#### FIRST LESSONS IN NUMBER.

As the senses are developed before the power of abstract thought, so concrete arithmetic should precede the arithmetic of pure numbers. The little wood-cuts, given in the most elementary books on arithmetic, are not sufficient for the purpose of conveying just ideas of number. For beginners in arithmetic, a quart of corn or beans is an almost indispensable apparatus. The sliding beads upon a wire

frame, frequently used, are rendered comparatively worthless by having twelve beads upon a rod, in threes of one color. They should have ten beads upon a rod, five of each color.

One of the earliest points to which the attention of the child should be directed, is the difference between prime and composite number. The natural series of numbers from one to twelve, will afford food for thought and materials for amusement to a young scholar for many months. Let him take, for example, six beans, and arrange them in two groups of three each, this will show him that  $2 \times 3 = 6$ . Each of the three beans, in one pile, may take a companion from the other, and thus we shall have  $3 \times 2 = 6$ . From this example, the child may commence the induction that the value of the product is independent of the order of the factors. Dividing the six again into two threes, we may again reduce it to three twos by simply subtracting one from each of the threes and putting these two ones together. From this the child may begin his inductions in regard to permutations and combinations. If one is now added to the whole, making seven, none of the properties of a composite number remain, but some of the truths concerning permutation and combination are unaffected.

The young child must not be expected, from his arrangement of beans upon his desk, to deduce the properties of numbers, but only to see them. It is the sense, rather than the reason, which is to be first exercised.—*Math. Monthly.*

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No man can be provident of his time who is not prudent in the choice of his company.



## EDUCATED MEN AND WOMEN.

The educated man—the educated woman : how noble a spectacle do they present! Behold him in the majestic beauty of his well-built and carefully developed form; his senses true and rapid; his strength unimpaired by low indulgences, and undiminished by laziness and neglect. His sleep is sound and dreamless. He wakes with the sun, and gazes with a never ceasing wonder at the miracle of his rising. The morning song of birds is music to his ear. He steps forth from his chamber and treads with delight upon the freshened earth. The early breezes salute his keen senses with a hearty thrill. The blue heavens breathe a tranquil joy into his uncontaminated soul. The hum of the wakening world rouses his energies, and draws attention to his customary labors. If he tills the earth, he walks a field with brave and vigorous step. If he is a professional man, he takes up his unfinished task, with a happy consciousness that good work shall be done to-day. If he is a teacher, he goes gladly and hopefully to the scene of his appointed duties, and, with ever renewing interest and hope, watches over the daily growth of those—the young promise of the land—whose minds and characters are entrusted to his over-sight and conscientious care.

Behold her, too, the paragon of intellectual, moral, and physical beauty—the educated woman—the queen of the earth—the charm of society—the best companion, adviser, guide, and friend of man—the better half of humanity. Culture has added to her natural

delicacy a refinement. Letters have clothed her womanly graces with a charm of taste and intellect. She moves in her destined path of duty, as if she had descended from a higher sphere, to adorn, delight, instruct, and elevate society. The imputed weakness of her sex is transformed into strength whose gentle power is mightier than the boasted strength of man. In prosperity she turns her affluence to the noblest uses, and becomes the almoner of Heaven. Her presence sheds upon the splendors of wealth a grace and a charm without which riches are a vulgar show. She calls around her the creations of art and poetry—herself the loveliest creation of them both. She summons order out of chaos; she turns discord into harmony; she scatters moral darkness by the genial sunshine of the soul. In adversity her virtues shine out with the most luster. Her brave soul refuses to be cast down. Here, certainly, she rises to a conspicuous height above him who is sometimes called her lord and master. With what uncomplaining firmness she encounters privation; with what courageous devotion she bows her noble beauty to the toils and hardships which sudden poverty, like a cruel conqueror, lays upon her. With what meek and soul-subduing submission she accepts the most burthensome conditions of existence, and without a murmur leaves the enchanted bowers in which her youth was passed, to tread the rugged ways of duty through the hard realities of life itself, leaving to those who



survive her the blessing of her spotless example, and the undying memory of her dying smile.

#### THE TEACHER'S LIBRARY.

Every profession needs its apparatus and means for information to insure success, without frequent mistakes that may impair one's usefulness, and prove injurious to the interests of others. A man to be an accomplished jurist and a reputable lawyer, after having completed his prescribed course of study and qualified himself thoroughly for his profession, needs, as a preliminary, a judiciously selected Library that he may have all the legal decisions and authorities at his command, ready for use whenever he may require them. The divine cannot be a profound reasoner, nor a sound metaphysician without a thorough knowledge of the points of doctrine he is called to discuss, and of the system of divinity he is accustomed to teach; he cannot compare his own with different systems of theology without access to books where such doctrines are fully explained by those who believe them. Without these means of obtaining knowledge, he often becomes illiberal, and a bigot in his profession. Narrow-mindedness is the result. *One idea* is the all-absorbing theme of life. Devotion to one thing, or small things, narrows the scope of thought, and incapacitates the mind for comprehensive views of subjects contemplated.

In the medical profession, one must possess the best books, must be thoroughly versed in their contents and subjects, must possess a definite knowledge of the human

system, and of all the parts that compose it. With perfect scientific knowledge, he must be an accurate observer of the nature and type of disease, and note carefully each successful remedy. Theory and practice are here combined. The reported cases of others, men of keen perceptions, and grasping minds of what has come under their observation, may be called in to great advantage; and thus the united wisdom of the experienced may become the common property of all. The lawyer, the minister, the doctor, each needs his library, and the Literary and Scientific Journals that expound the principles of his profession. No class of men need access to the books and journals of their profession, more than teachers. Those engaged in teaching are commanding a higher compensation than formerly, for their services; and, rightly too. They cannot continue to merit public confidence, or be deserving of patronage unless they are advancing in a knowledge of the principles and requirements of their profession. The tendency of teaching is to egotism; and self is too frequently the motive power of action. When this feature displays itself prominently, we may reasonably infer that the teacher is on the retrograde, instead of advancing in a knowledge of the duties of his profession. Teachers, without social intercourse and frequent interchange of views and sympathies, become prejudiced, iron-bound, uncourteous, and illiberal. Associations, Journals, and Libraries are among the teacher's implements of expansive improvement. County Teachers' Associations should be attended. Educational Journals should be patronized, and let me here commend



to the favorable consideration of every teacher in the country our own Journal of Education. The books of our profession contain valuable lectures and instructions, the experiments and experience of practical teachers, in conducting recitations, in the government and discipline of schools, illustrating the manner and methods of imparting instruction. By carefully conning the pages of such books, new ideas will be acquired; a fresh impulse will be given to the teacher in the performance of his onerous duties; his mind will become vigorous and active, and his usefulness enhanced. Thoughts thus gained become one's own property; by a systematic digestion of them, they can be carried into successful operation in the school-room. Works treating of all the studies taught in schools have been accumulating for some years past. A choice selection of these should occupy a space in every teacher's Library. The too common remark, "that every one must be his own original, and cannot be benefited by the methods and experience of others," is absurd in the extreme. This sweeping conservative apology for non-improvement carried into practice would be striking at the root of every species of progress. By it the argument in favor of Normal Schools would fall to the ground. The teacher can be an artist, his own artificer, and, at the same time, use to advantage the tools of others. Methods and systems can be acquired and used; and perhaps, by the inventive powers of the teacher, improved. The talent of the teacher may not be so much wanting as his skill. The latter may be greatly increased by a knowledge of the thoughts and experience of others. This may

be obtained from the writings, (books of others,) exhibiting their views, and the *modus operandi* of their schools. The teacher should be conversant with history, ancient and modern, and with the classic literature of the age, if he would be intelligent, magnify his office, and be an ornament to his profession. The frequent perusal of model writers purifies and elevates, furnishes aliment for conversation, and polishes language.

Men of experience have laid the foundation upon which we may erect the superstructure of surpassing beauty. Their toils have enriched the soil from which we may derive essential nutriment. Let us, then, as teachers, avail ourselves of their labors, with a spirit of commendable enthusiasm, emulate their virtues, equal their industry, and surpass their progress in a knowledge of the science of teaching. Man's usefulness is augmented in proportion to his increased capacity. The faithful teacher's impressions are indelibly imprinted upon the minds of his pupils. Unborn generations will possess them, and strangers will bless the honored instruments of good to them. Judicious reading is the key of immortality, that unlocks the treasures of human and divine wisdom.

"O books, ye monuments of mind, concrete wisdom of the wisest;  
Sweet solaces of daily life; proofs and results of immortality;  
Trees yielding all fruits, whose leaves are for the healing of the nations;  
Groves of knowledge, where all may eat, nor fear a flaming sword;  
Gentle comrades, kind advisers; friends comforts, treasures;  
Helps, governments, diversities of tongue, who can weigh your worth?"

*N. H. Journal of Education.*



## NOT ALL FROM BOOKS.

Those who are charged with the education of the rising race should never forget that they have assumed a work of vast responsibility. They are dealing with the interests of their country, and they should have a care that those interests be not betrayed. They are dealing with immortal spirits, and should be furnished to every good word and work. They should not only give instruction from books, but watch every development which is to affect the happiness of those over whom they preside. They should teach order, economy, industry, punctuality, neatness, politeness of manner and address, integrity, honesty, veracity, kindness to all, respect for the rights, feelings and character of others, self-respect and dignity of deportment, respect for age, for their country's laws, regard for parental authority, and reverence for the Supreme Being. All these may be taught without at all interfering with instruction in intellectual science; and all these are essential to that happiness which man so covets. This will at once be conceded when we remember that manhood is but the lesson of childhood repeated, varied only by the varied circumstances under which he acts.

The school-room is peculiarly an appropriate place to teach respect for the rights of others. The little community here assembled contains all the elements of the great community without. Here are all the passions, prejudices and conflicting interests of real life. Every day occurrences furnish opportunities for instruction with regard to

the rights of feelings, of character, and of property. One takes another's book, or slate, or pen, intending soon to return it. In this he professes to see no harm. He should be shown that this is wrong: that he has violated his neighbor's right of property by taking it without his consent, just as truly if it was never to be returned; that the act here, is precisely what it is in the case of a mercantile clerk who abstracts money from his employer's drawer, intending to return it when his salary is due; precisely that of the bank cashier, who takes money from his bank for speculating purposes, intending to replace it when his speculations may be turned; and that in these cases it subjects them to a criminal's fate. Another has marked the door, or cut the desk. The occasion should be taken to show him the wrong committed in marring public property, detracting from its beauty and its value. Here is one with a nervous frame or an excitable temper, or with some deformity of mind or body. This is made an object of attack and amusement by his fellows. The evil passions thus engendered become a source of extreme misery to the one, and by acting and reacting a source of evil to all. This should not be allowed. They should be taught that it is robbing their fellow of happiness in a way in which the wrong can never be repaired; that it is doing a wrong to all who are to be his future associates in life.

Shall I add, that we now and then find a teacher who is guilty in this respect, and needs some self-



training on this very point? Reader is it you? There is in our country, yet not of necessity, a growing disrespect for age; the boy of ten, often, wiser than and superior to the man of three score years and ten. And this is especially true, if age and poverty unite. This feeling should be repressed, and a better kindled in its place. It adds nothing to the happiness of the young, and detracts from that of the old; for one of the richest pleasures of this winter-time of life, is respect and reverence from the young. Space forbids that I should treat, in detail, all the topics suggested. But I would not omit reverence for the Supreme Being. This should be pressed home with all the force which precept and example can give. For he who has no regard for his Maker, who feels no accountability to a power higher than man, gives little security of good neighborhood, or good citizenship; while the admiration, the love and gratitude, arising from a contemplation of the power, wisdom, goodness and bounty of God, are so many sources of true happiness.—*N. Y. Teacher.*

#### SPREAD OF THE ENGLISH LANGUAGE.

"The spread of the English language," says a document of the London Tract Society, "is a remarkable fact in the providential dealings of the Most High with mankind. Its study is increasing over all Europe. It is the mother tongue of the United States, as well as of the British Isles, and prevails over the whole of the vast colonies of North America appended to the British crown. It is the language of many of the West India Islands, and is heard more

or less, in all the centres of commercial activity in South America. It is the tongue of the infant empires of Australia, Van Dieman's Land, and New Zealand, and appears destined to overspread the whole Polynesian island groups. From the Cape it is moving upwards into the interior of Africa; and into whatever part Dr. Livingston pierces from the west, he will take with him not only the merchandise but the speech of his country. Along the Egyptian highway to Asia it is becoming a familiar sound. Throughout all India, from Cape Comorin to the Himalayas, it is being acquired by the most active and influential of the native population; and in five of the crowded ports of China it is one of the dialects of every-day life. Wherever the English tongue is spoken its literature finds its way. Hence it is no exaggeration to say that the preparation of a Christian literature in the English language is an object of world-wide importance."

To give brilliancy to the eyes, shut them early at night, and open them early in the morning, and let the mind be constantly intent on the acquisition of knowledge, or on the exercise of benevolent feelings.

Misfortunes are moral bitters which frequently restore the healthy tone of the mind after it has been cloyed and sickened by the sweets of prosperity.

Boy's construction of a proverb: Spoil the rod and spare, the child.



## Pages for the Young.

### CONFESS YOUR FAULTS.—A STORY FOR CHILDREN.

It was a bright and beautiful morning in early June. Last night's shower had cooled the hot earth, and imparted an unwonted freshness to the air. The birds were singing their morning hymns of praise, and trees, grass, and flowers all seemed glad to escape from yesterday's dusty heat.

The Oakville school-house, too, seemed changed by the shower. The dusty doorstep, that yesterday almost blistered the little bare feet as they hastened over it, was cool and moist, with a tiny pool of water here and there in the little hollows. Groups of merry-hearted children were hurrying along the street, anxious to be "the first" at school on such a morning. As group after group arrived, they hastened with their books and dinner-baskets to the schoolroom, then out again into the fresh air, which soon resounded with merry shouts and ringing laughter.

But not long had they for play; for soon the familiar bell was heard, calling them to their accustomed seats and daily lessons. Dearly as they loved their sports, they had been taught to leave them, at a moment's notice, for other duties. So on this fresh morning they all quickly took their places in the school-room—all but George Ashton and Willie Lee, who still lingered at their play, busily engaged in daubing a small rivulet that trickled along the road-side. The two boys had heard the bell, but stopping a moment to complete their work, they soon forgot every-

thing but the dam, which seemed to them as important as the levees of the Mississippi, or the Falls of Niagara. Time passed swiftly, and twenty minutes had elapsed when Willie started up, exclaiming,—

"We shall be late at school!"

"Oh, no!" said George, now thoroughly roused, and thinking that only a moment had passed since they heard the sound of the bell, "let us run, and we shall get there in time."

Willie's first thought on finding that school had really commenced, was, "I'll explain it all to the teacher;" but before this purpose had become firmly settled in his mind, George suggested that they should say nothing of the cause of their tardiness, as neither teacher nor scholars had seen them at play.

"But that would be wrong," said Willie.

"Oh fie!" said George, "I'm sure there isn't any hurt in not saying anything about it. We meant to be here in season."

Thus comforted, but still with minds ill at ease, the two boys entered the school-room. The teacher looked surprised, but as they were always prompt he concluded they had some good excuse, and did not question them.

An uneasy conscience is a hard load to carry. During the forenoon Willie's mind often wandered from his lesson, although he tried to make up for lost time by harder study. George, too, was unusually listless and idle; and the teacher had occasion to correct him



several times. Their lessons, as a consequence, were poorly recited, and the low marks placed against their names tended only to increase their discomfort. Neither the pleasant faces of their schoolmates, nor the beauty of the school-room, adorned with fresh flowers, could comfort them. They were truants, and had lost the sweet influences of the morning devotions.

Noontime came at last, and with it the merry words and joyous shouts of a score of little tongues. All seemed gay and happy but George and Willie. They remained in their seats, sullen and dejected, refusing to join the others in their play. Even the soft tones of little Nellie, the pet of the school, and their usual favorite, urging them to go and see her "play-house," did not rouse them to their accustomed animation. Tired of their sombre looks, she left them to seek for happier faces in the merry groups without.

Thus the day passed off—an unhappy day indeed for George and Willie. They were glad when school was out; for they longed to escape from the eye of their teacher whom they felt that they had wronged.

When they were left for the night, their thoughts—as thoughts oft will—wandered back over the scenes of the day; but scarce a happy moment could they find in this review. Conscience told them to confess their error. Must they? *Could they? Yes, they would.*

How happy they felt the next day, after receiving the forgiveness of both parents and teacher, who kindly showed them the nature of their fault, and its consequences, urged them to be honest, and ended by pointing them upward to the Divine Author of all things.

Dear children, have you all true

courage?—courage to *confess your faults?*—courage to *be honest?*—courage to *do right?* If not, may you all strive after it until it shall be yours.—*Conn. Journal.*

#### THE SCHOOLMASTER'S FABLE.

A venerable teacher once related to his boys the following fable: A certain knight was confined in a high tower, at the foot of which his wife used to come every day and weep. At length he asked her why she did not seek to release him, instead of spending her time in tears. She inquired what she should do, and he told her the way by which she might readily aid him in his escape. So she procured a large black beetle, and after tying to his legs a very small silken thread, she put a little butter upon one of his horns, and then placed him upon the tower.

Attracted by the smell of the butter which seemed to be just above him, he travelled up the high wall, dragging after him the thread, until he reached the window of the room in which the knight was confined. The captive warrior then told his wife to tie to the thread a strong cord, and to that a still larger one, and then a ladder of ropes. When this was done, he gently pulled up the silken thread, and after that, the cord and the rope, and last of all the ladder, which he fastened securely, and so easily let himself down and escaped.

Methinks, every little scholar can tell what the teacher meant by his fable. Ignorance is the name of that tower, and from it all ought to be anxious to escape. That little silken thread is the alphabet, and that small cord the little



words that are first learned, and which help the child to attain larger ones, and thus to bring in the instructions of the wise and good that help to free him from his captivity.

And like the captive knight, he who would gain his freedom must use the means himself. No one can study in his stead. He must himself draw in these silken threads of knowledge, or he will remain ignorant for ever. Will my young readers, when they are sometimes disposed to think it hard that they should have to study, and when they wonder why they have to learn this and that lesson, remember the knight in the tower?

And then there is another thing to be learned from this fable. All of us are captives to sin, until we are rescued by the grace of God. Sometimes serious thoughts enter the mind of a child, which he is disposed to put aside. Let him think that they may be the evidence that the Holy Spirit is near, and is willing to release him; and that those serious thoughts and feelings, if they are suitably entertained, may lead to deeper convictions, which may be followed by the entrance of grace into the heart. How important then is it to attend to the first whisper of the Holy Spirit!

Remember, when you listen to your teacher in the Sabbath-school, or to your parents as they tell of Jesus at your fireside, or when you hear the words of life from your pastor, or when some solemn providence warns you, or when you read the Bible in your closet, that these are different methods by which the Holy Spirit seeks to gain entrance to your hearts. And never put away one serious thought, but pray that

it may be made the means of bringing you deliverance from the bondage of sin and of Satan.—*S. S. Visitor.*

The common fluency of speech in many men and women is owing (says Swift) to a scarcity of words; for whoever is master of language, and hath a mind full of ideas, will be apt, in speaking, to hesitate upon the choice of both; whereas common speakers have only one set of ideas, and one set of words to clothe them in, and these are always ready; so people come faster out of church when it is nearly empty than when a crowd is at the door.

**AN EXAMPLE FOR BOYS.**—We have a carrier connected with this office, who is between the ages of 13 and 14, who occupies a seat in the highest class in our public schools, has the geography of the country at his fingers' ends, and who can cipher round a bevy of schoolmasters, and in two and a half years more, which will make him sixteen, he will probably read Cicero and Homer to boot. But, in addition to acquirements at school, he has three hundred dollars in the Savings Bank, drawing five per cent. interest, and is daily adding thereto, all gathered together by selling newspapers between the school hours.—*N. Y. Express.*

Nothing is more sublime than humility; for it stands exalted above everything around it, and never attempts to soar higher.



## Resident Editor's Department.

CLOSE OF THE VOLUME.—This number closes the first volume of the Journal. It has been our aim to make it useful; to make it a valuable auxiliary in the cause of education; to make it the means of awakening thought among the teachers and other friends of education, who have read its pages; if we have succeeded in this, we have not labored in vain.

A Journal devoted exclusively to the cause of education, is a novelty in our State; and many of those, who ought to join heartily in its support, seem not to understand its object, and perhaps look upon it as some innovation upon "the good old way," which should rather receive their frowns than their aid. But those who have read it, for one year, and fully understand its aims, can do much toward removing all false impressions in regard to it, and thus give it its proper stand before the public.

A variety of subjects, relating to education, in its various branches, have been discussed, to some extent; but we have, as yet, only opened the way for a wider range of discussion. The field before us widens, as we advance, and presents an endless variety of topics, that deserve the attention, of those who are engaged in training the young, whether as teachers or as parents. And this leads us to remark that, while it is more necessary that, teachers should be constant readers of such Journals, yet it is important that parents should read them, that they may have their minds awakened to the importance of *home education*, and to the relations that they sustain to those whom they

have employed to instruct their children.

While many of the articles in the Journal have been selected from similar Journals, published in other States, yet a large number of them were written for the Journal, by our teachers and other friends of education. We would have preferred a still larger proportion of original articles, since they are generally better suited to our peculiar circumstances; but we premise our readers a greater number, during the next year, and hope that many of them will write, as some have already promised to do; for it is only thus that the Journal can accomplish its object.

OUR JOURNAL APPRECIATED BY TEACHERS.—A Teacher in South Carolina, writing to one of the Editors, remarks; "I feel thankful to you for suggesting the N. C. Journal to me—it is a *capital thing*. I hope it may succeed—it is what the teacher has long needed—for no class of persons enter upon their calling so unprepared. I think I will get several new subscribers here."

We hope many of our readers will imitate the example of the teacher who wrote the above, in recommending the Journal to others, and in trying to get new subscribers.

We would again call attention to the terms for 1859, for we feel sure that our friends will aid us in our efforts to reduce the price of the Journal to \$1 by increasing the number of subscribers. Any teacher can afford to pay



that price; and none should be without the Journal. But do not confine your efforts to teachers, for almost every friend of education will subscribe, if applied to, and it ought to be in the hands of parents and pupils, as well as of teachers.

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**TO OUR SUBSCRIBERS.**—Almost all of your subscriptions end with this Number, and, according to our terms, the Journal will be no longer sent to you, without further orders. We are satisfied that this is the only way in which such a Journal can be sustained, and we know that you will read it with more satisfaction, when you have paid for it in advance. We hope therefore, that none of you will neglect to renew your subscriptions, before the first Number of the next Volume is issued, and that you will all try to avail yourselves of the reduced terms, by getting some of your friends to unite with you. What teacher or parent, who feels any interest in education, would be unwilling to pay *one dollar* for the Journal?

The Journal is yours. It belongs to no individual, but to the teachers and friends of education in North Carolina, and its success depends, in a great measure, upon *your* efforts.

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**COMPLETE VOLUME.**—We send, with this Number of the Journal, an index to the whole volume, and a title page, that those who desire it may have the Volume bound. Every teacher, at least, should thus render it a permanent part of his library. We still have a number of copies of the first Volume which we offer to those who may wish to have the Journal, from the beginning, for \$1.50, free of postage.

**TO EDITORS OF N. C. PAPERS.**—In the last No. of the Journal, we sent out a Prospectus for the Second Volume, which will also be found on the cover of this No. We hope our brethren of the News-Paper Press, will lend their aid to the cause of education, by inserting this Prospectus, for a few weeks at least, in their several Papers, omitting terms of advertising. We know that you are all friends of education; and your past course has shown that you are friends of the *Journal*. We are under many obligations to you for the kind notices you have given, month after month, and for the many appeals you have made to your readers in behalf of the Journal.

Since your prosperity must increase as the people of our State advance in intelligence, and since we enter the field as a rival to no other publication, we feel that we are not asking too much, in making the above request.

We would further remark, that this is not a private enterprise; that the Journal is the property of the State Educational Association. The committee, appointed to attend to its interests, determined to reduce the price to *one half* the former subscription price, whenever *clubs of five* are made up, which change we hope you will notice.

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**TO TEACHERS.**—We would again call the attention of Teachers to the Journal, as a medium of advertising their Schools. All of you, who look for patronage beyond your immediate neighborhoods, are aware that you seldom get a pupil who has not been in some school in his own neighborhood, and that he is sent to you because your school offers superior advantages. And you must know too, that the teacher,



who has had charge of his primary course, and who is probably a reader of the Journal, often influences the parent, in the choice of a higher School.

Besides, you wish to support the Journal, and you can thus aid in its support and at the same time benefit yourselves. We deduct something from the usual rates, where *teachers* advertise by the year.

### BOOK TABLE.

**THE NEW TESTAMENT**, Translated from the original Greek, with Chronological arrangement of the Sacred Books, and improved divisions of chapters and verses; By Leicester Ambrose Sawyer. Published by John P. Jewett & Co., Boston.

This is a well printed and handsome volume. How far it is an improvement on the translation in common use, we will not venture to express an opinion, at least without a careful comparison, which would require more time than we have been able, as yet, to devote to it.

The Translator introduces his preface with the following paragraph;

"This is not a work of compromises, or of conjectural interpretations of the Sacred Scriptures, neither is it a paraphrase, but a strict literal rendering. It neither adds nor takes away; but aims to express the original with the utmost clearness, and force, and with the utmost precision. It adopts, however, except in the prayers, a thoroughly modern style, and makes freely whatever changes are necessary for this purpose."

**YOUTH'S HISTORY OF THE UNITED STATES**, By James Montieff, Published by A. S. Barnes & Co., New York.

This little work consists of questions and answers on the history of our country, embracing the most important events, from the discovery of America to the present time.

It combines Geography with History, and is illustrated with numerous maps, and engravings of battle scenes &c.

The style of the work is well suited to render the study of History interesting and instructive, to those who are too young to derive much benefit from an ordinary history.

**SMITH'S JUVENILE SPELLER**: containing Rules for spelling, with numerous examples to illustrate each rule; together with a large collection of the most difficult words in the English Language, correctly spelled, pronounced, and defined. Arranged in easy lessons for intermediate classes. Published by A. S. Barnes & Co. New York.

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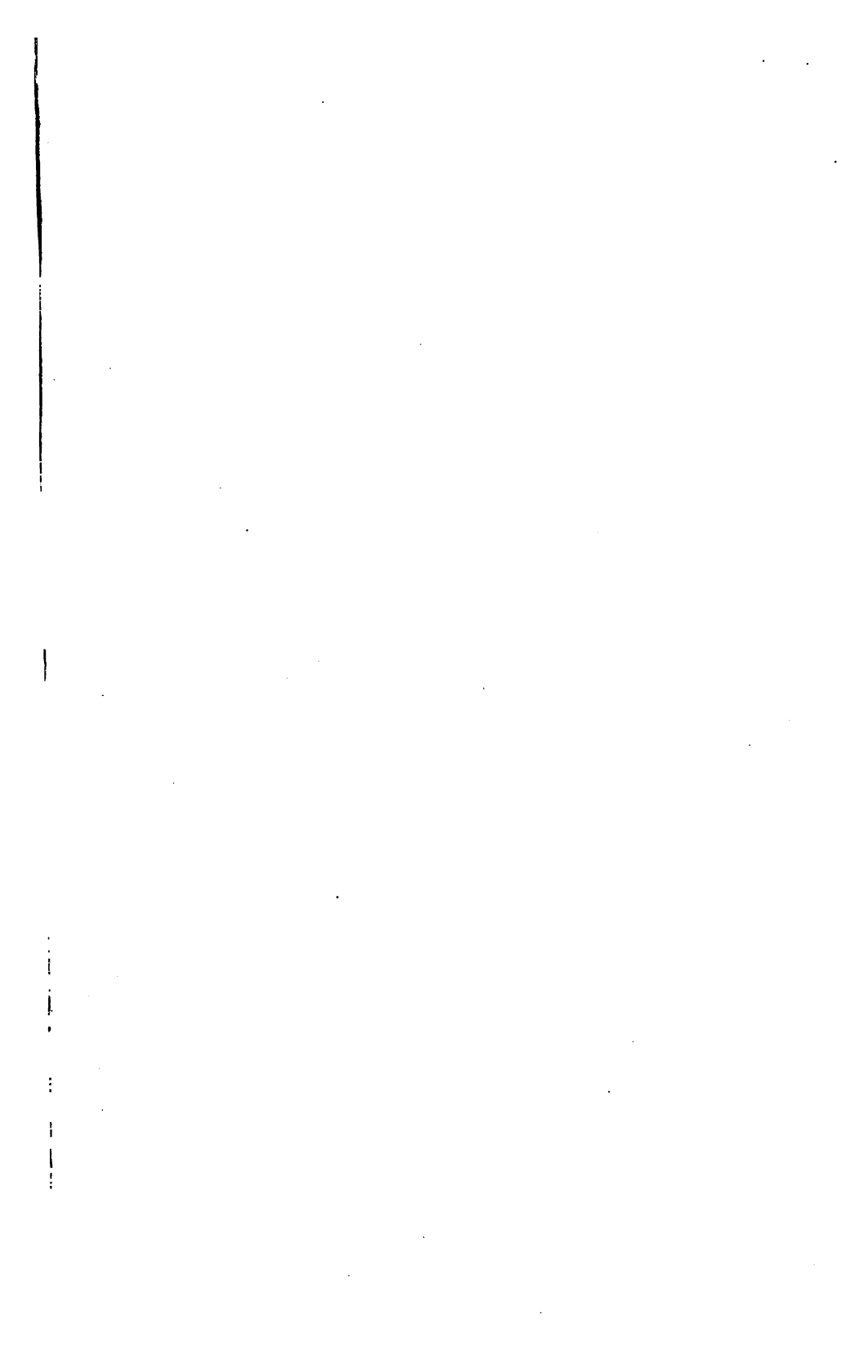
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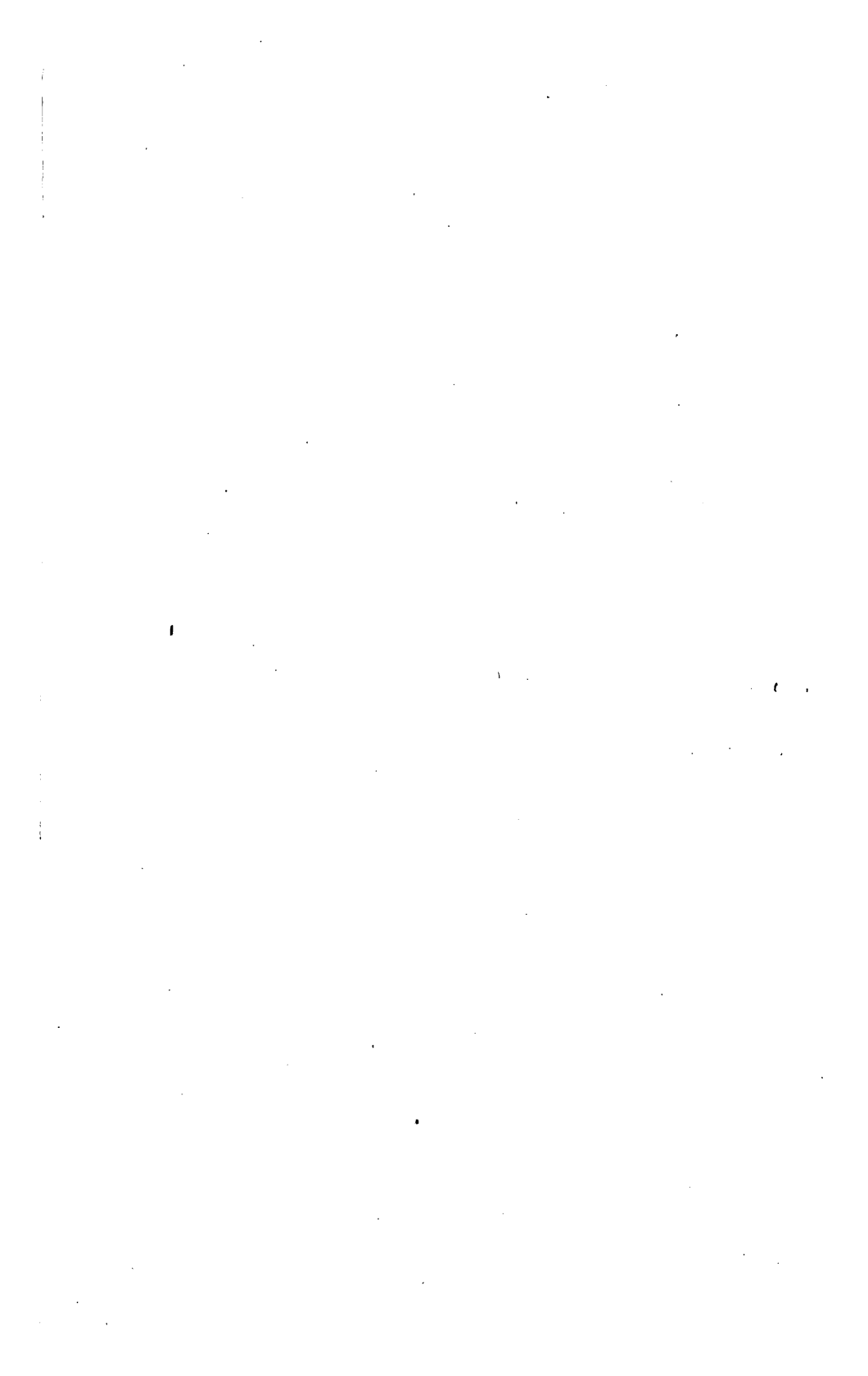




















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